

**IMPROVING STUDENTS' MOTIVATION IN LEARNING SPEAKING
SKILLS USING MOVEMENT GAMES FOR THE 4TH GRADE
STUDENTS AT SD 1 TERONG IN ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education**



by:

Susi Sundari Kurniawan

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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APPROVAL SHEET

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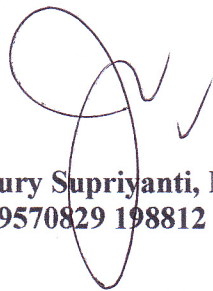
A THESIS

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Approved on December , 2013

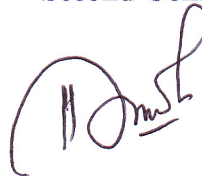
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A Thesis

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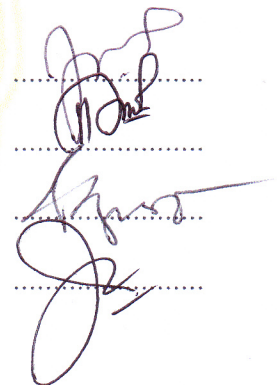
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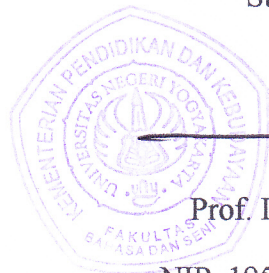
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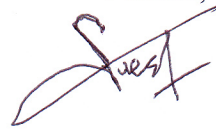
Judul Skripsi : Improving Students' Motivation in Learning Speaking Skills
Using Movement Games for the 4th Grade Students at SD 1 Terong
in Academic Year of 2013/2014

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2013

Penulis,



Susi Sundari Kurniawan

07202244119

MOTTOS

“Wahai Tuhan kami berikanlah rahmat kepada kami dari sisi-Mu dan sempurnakanlah bagi kami petunjuk yang lurus dalam urusan kami”
(Qs. Al-Kahf, ayat 10)

MAN JADDA WA JADA

“Barangsiapa bersungguh-sungguh pasti dapat”

DEDICATIONS

I lovingly dedicate this thesis to:

- ❖ *My beloved father and mother.*
- ❖ *My beloved brother and sister.*
- ❖ *My beloved boyfriend.*
- ❖ *My beloved friends.*

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Alhamdulillah, praise be to Allah SWT, the Almighty, for the mercy and strength so that I can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace. In this opportunity, I would like to thank to all of those who have supported and guided me in the process of writing this thesis.

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I hope that the thesis gives worthwhile contributions to the improvement of the English teaching and learning process. Finally, I realize that this thesis is far from being perfect so that I welcome for any advices, criticisms, and comments.

Yogyakarta, December 2013

The writer

Susi Sundari Kurniawan

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Abstract

The objective of the research was to improve of grade IV students' motivation in learning speaking skills using movement games at SD 1 Terong in the academic year of 2013/2014.

This research was action research. This research consisted of two cycles with three meetings in cycle 1 and two meeting in cycle 2. The subjects of this research were the students of IV, the English teacher, and the researcher. The procedures of this research were planning, action, observation, and reflection. The techniques of collecting data were observing the teaching and learning process, interviewing the English teacher and students, taking photographs, and scoring students' speaking. Hence, the data were in the forms of field notes, interview transcripts, photographs, and students' speaking scores. The data were analyzed qualitatively and quantitatively. In analyzing the qualitative data, the researcher did five steps namely assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The students' speaking scores were analyzed by comparing between the mean scores of the pre-test and post-test. The validity of the data was obtained by applying democratic validity, outcomes validity, process validity, catalytic validity, and dialogic validity. The reliability of the data was obtained by applying time triangulation, space triangulation, and theoretical triangulation.

The findings of the research showed that the use of movement games in this research successfully improved the students' motivation in speaking skills. Movement games could create fun atmospheres of the class, so that they will be motivated to learn. Furthermore, the movement games allowed the students to work in groups, also the games fit to the characters of the children and it can increase motivation in learning speaking. The improvements covered a) Students' fluency, pronunciation accuracy, grammatical accuracy, and vocabulary in speaking English. b) The students' motivation to speak English in the speaking activities. Based on quantitative data sources, the students' speaking scores in the two cycles increased. From the data sources elaborated above, it can be concluded that the students' motivation in speaking skills improved.

CHAPTER I INTRODUCTION

A. Background of the Problem

The teaching of English to children has become important in recent years. English is now a key subject in pre-schools, kindergartens and primary schools worldwide. Children are natural language acquirers. They are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Children are still using their individual, innate language-learning strategies to acquire their home language and soon the children can also use these strategies to pick up English.

Motivation is influential to the learning process. With the high motivation in learning, the children will achieve the best results in the learning process. Motivation is something which comes from our self and social life to do things in order to achieve a purpose. There are two kinds of motivation, extrinsic motivation and intrinsic motivation. Extrinsic motivation arises from external factors. Intrinsic motivation arises from internal factors. Thus a child might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Intrinsic motivation is a crucial element to the learning process. Therefore, it is important for a teacher to be truly effective to help their students feel motivated to learn and to achieve.

As a good English teacher, there are many efforts that should be done to create an effective teaching and learning process. Being creative in teaching

English to children is really important to make the classes interactive, dynamic and interesting. In teaching and learning English for children, materials and techniques should be interesting so that they make children motivated to learn English. Moreover, media used in the teaching and learning process should be interesting as well.

However, increasing or arousing motivation to children is not an easy thing. Unlike adults, their motivation will increase since they are given or promised with something that influences their life. In the learning process, if the children love fun atmospheres of the class, so they will be motivated to learn. A fun classroom experience, in which they are actively involved, resulted in students are feeling happy, excited, and energetic. The most engaging activities, however, begin to lose their impact for motivation when used repeatedly. Thus, even the best strategies for teaching need to offer the variety.

Regarding to the observations, in SD 1 Terong, it was found that the teacher tried hard to teach effectively like drilling the students' pronunciations. The teacher managed the time properly with the aim of the classroom activities could be finished punctually. However the students were lack of motivation to learn so that the learning process did not run well. It was caused by the children who lacked of motivation and interest in joining the classroom activities in speaking. They laid their head on the table because they were exhausted when the teacher only asked the students to do exercises in the module during the teaching and learning process. Besides, the students were bored and unwilling to involve the activities in learning speaking because the students only repeated teacher'

words many times. Most of the children did not respond the teacher's instruction well. They were silent, even some of the children played by themselves when the learning process took place. As the result, it can be concluded that the children in SD 1 Terong had difficulties in learning speaking related to their motivation.

There are many kinds of techniques, such as story telling, games, songs and media, such as pictures, puppets, videos, that can be used in the teaching and learning process to increase motivation. Games as one of the mentioned technique are activities with rules, a goal, and element of fun. Successful completion of the games will involve the carrying out of tasks such as making affirmative, negative, question statements with various rules, rather than the correct production of structure. According to Wright, David, and Michael (1985: 1) games can be found to give practice in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching or listening sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, and explaining). There are many types of games which can be used to arouse children's motivation in the learning process. For example, movement games, board games, card games, guessing games.

Taking into account the characteristics of the children in SD 1 Terong, the researcher decided to use games to arouse children's motivation in learning process, especially in speaking skills. As mentioned above, the use of games is one of the technique that can be implemented to improve children's motivation in learning process.

B. Identification of the Problem

Based on the observations on July, 26th, the researcher found some problems related to the children's difficulties in learning speaking at grade IV of students in SD 1 Terong. The problems were the learning materials, the students' interest, the students' motivation, the students' vocabulary mastery, the teaching technique and the media that were used in the classroom.

The learning materials used in the teaching and learning process were not interesting. They were only taken from textbook without adding and adapting materials from other sources. In teaching process, the materials only provided from module or textbook which were not various and interesting for the students. The module often used as the main source also for the daily tasks. The students seldom got authentic materials from their surroundings in learning speaking, such as videos, songs, movies etc.

Besides, the students' motivation in learning English skills, especially speaking skills was low. It was proved by some evidence observed by the researcher. It was found that the students had no or lacked of desire to speak in English. In learning process, they spent their time with friends by playing, feeling sleepy, and doing something unrelated to the English lesson. In addition, the students had difficulties in learning spoken English. It seemed that they did not consider speaking as a challenge but a burden. This condition made the students lacked of motivation in learning English, especially speaking skill.

The next factor was related to the students' interest in joining some activities during the teaching and learning of speaking in the classroom. This

problem was caused by the process of teaching and learning of speaking that tended to be monotonous. The teacher only focused on testing students' ability to pronounce some words related to the topic. It made many of the students laid their head on the table even play by themselves during the teaching and learning process of speaking. Such a condition indicated that they were not interested in joining the teaching and learning process.

The other factor influencing the students' speaking skill was having low vocabulary mastery. It happened to many students. They were confused and did not understand English both spoken and written because they had low vocabulary mastery. It could be difficult for those who had low vocabulary mastery in learning English, especially the speaking skill. It became worse when the teacher could not be creative to teach the speaking skill. Both the teacher and the students were not accustomed to speak English. They preferred to speak in Indonesian during the class rather than trying to practice speaking in English. So, they had difficulties in producing spoken language related to the topic and did not comprehend the materials well.

Furthermore, the teaching technique which was applied by the teacher was not effective because the classroom activities provided by the teacher were not engaging and interesting for the students. It tended to be monotonous as the result it was not attractive for the students. During the speaking class the teacher often asked the students to repeat her words and do exercises in the module. Such a kind of the situation made the students got bored in participating to the class.

The further effect of this situation was that students did not improve their speaking skill.

The last factor was the media. The media used in the English classes were only a whiteboard, a textbook, modules and LKS. There were no pictures, maps, over head projection (OHP), LCD, or other media that can visualize the learning materials. Interesting media, such as pictures, can support and make the lesson more engaging. Moreover, they stimulate learners' imagination and creativity in the learning process.

C. Limitation of the Problem

Based on some problems in the identification of the problem above, the writer focuses the study on the efforts to improve students' motivation in learning speaking skills by using movement games for the 4th grade students at SD 1 Terong in academic year of 2013/2014 through action research. In conducting the research, the writer did collaboration with the teacher in implementing the movement games during the teaching and learning process. Furthermore, the teacher was also invited to discuss the result of the Cycle 1 and discuss the actions in the next Cycle.

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is formulated as: How should movement games be applied to improve

students' motivation in learning speaking skills for the 4th grade students at SD 1 Terong in academic year of 2013/2014?

E. The Objectives of the Problem

This study aims at improving students' motivation in learning speaking skills for the 4th grade students at SD 1 Terong in academic year of 2013/2014 using movement games.

F. Significances of the Research

The significances of this research are to give contributions to the students of Elementary School, to the English teachers of Elementary School, and to the other researchers of English Education Department. The contributions are:

a. To the students of Elementary School

The students will enjoy the excitement of movement games and learn how to speak in English through interesting activities.

b. To the English teachers of Elementary School

The teachers will learn that there are so many things that can be done to make the classes more lively and enjoyable to learn.

c. To the other researchers of the English Education Department

The study encourages them to conduct further research related to speaking skills especially for those who study in English Education Department.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. The Teaching English of Young Learners

Teaching English to young learners and teaching English to adult learners are two things which are totally different. According to Scott and Ytreberg (1990: 1-4), young learners are those who are at the age of five until ten years old. The young learners or children have ability in learning, they are able to work with others and learn from others. Children can understand what happens in the classroom and begin to have questions to the teacher's decisions because the children have a developed sense of fairness in their learning. Supporting this, Cameron (2001: 1) states that children as learners are more enthusiastic and lively when they learn something. In fact, although they do not really understand the reasons why or how they will be involved in any activities, they will be involved and follow the teacher's instruction. However, children can be easily bored; they can lose interest more quickly and even the children can hardly keep themselves to be motivated on tasks which are difficult. Based on these explanations, teaching English to children is more difficult than teaching English to adult learners because it is difficult to children to use the target language, in which it is not spoken in daily life. Also, in teaching children, teachers cannot explain grammar or discourse because they do not have the ability to do meta-language.

In teaching children, the teacher has important roles. According to Pinter (2006: 3), the success of teaching of English to young learners (TEYL) programmes is determined by the teachers' key role. Related to the teaching of English to young learners (TEYL), the success in learning the target language depends on the children's willingness and readiness to monitor the opportunities and limitations of their own contexts. It is also argued that teachers need to do reflection and experimentation as the efforts to explore issues and questions to the children and other colleagues. Besides, teachers may need to have consultation to develop positive and active relationships with parents who can give much information about the children.

Talking about the teaching English of younger learners (TEYL), Brewster, Ellis and Girard (2003: 39) say that it is important to consider the range of possibilities to make decisions about how the teacher will teach, so that the teachers can compare their methods with others and re-evaluate them. By doing this way, the teacher can make a choice about what the teachers do, because it can seem to be appropriate to teaching contexts, rather than doing something simple only because it has always been done. There are some factors which can influence classroom methodology. Those factors are the context in which English is learned and the role which plays within the community, the goals and syllabus for English, beliefs about teaching and learning in general and language teaching and learning in particular. They also arise from the language teacher and the training; the materials, resources and time available; and finally, the amount and type of assessment used. Brewster, Ellis and Girard (2003: 39-40) add that there are

certain principles which the teachers need and make use of everything regarding to the comparison of processes and conditions between L1 and L2 learning. Some of the most important ones are summarized below.

- 1) Children have a natural and excellent ability as observers to understand meaning in their L1 from a variety of sources; such as body language, intonation, facial expressions and the social context as well as language itself. Teachers can help learners by contextualizing the language use and giving visual support to children to draw on this skill in the L2.
- 2) In learning their L1, children often repeat words and phrases in order to keep the sounds and meaning in their mind longer. When a child feels that he/she has learned the word, he/she will stop the repetition. Although incorporating repetition with variety is important, teachers must be aware to the children's reactions related to the time for doing repetition.
- 3) In acquiring L1, children have sharpened their puzzling-out, hypothesis-testing skills. When the teacher applies the use of inductive exercises in the L2 in which the children try to work out grammar rules, they always compare the grammar rules in L2 precisely with in their L1. In this case, teachers need to do contextualizing and motivating the language to assist the children in doing the exercises.
- 4) Children can guess and predict well and the teachers can use these skills as well as the other thought processes to be defined as part of a process called 'learning to learn'.

- 5) Children like to talk often with only two or three words plus key intonation patterns, even if they do not know much language. The teacher should use this as a useful tactic to encourage the children in learning their L2. This effort can be done by using any means to get the meaning across. Teachers should try to provide opportunities to create meaningful communication activities to avoid over-generalizing of rules, grammatical or lexical inaccuracies.
- 6) The teacher should consider between providing support and providing a challenge in their classrooms. It is not effective if all language work is over-guided by the teacher because it becomes too easy, safe or repetitive. It will not be effective too, if all work is too challenging because it becomes too difficult and threatening, so that the children lack of motivation.
- 7) It should be maintained when children seem to be good risk-takers and experimenters in learning their L1. Giving too much correction or an over strict rules should not be given to such students who are risk-takers.

2. The Teaching English of Young Learners in Indonesia

English has become one of lessons which is taught to children in primary school in Indonesia. Talking about the teaching English for younger learners in Indonesia, Supriyanti (2012) says that English has been taught in primary school since 1994 in which English has the position as a local content subject in the

elementary schools. Then, English has been part of the Indonesian elementary school's curriculum in many different ways.

There are some problems related to the implementation of teaching English to young learners. For example, in areas which are geographically and educationally more privileged, children can learn English lessons well because they have English teachers who are qualified in the field and know how to teach English to young learners. The teachers also should use appropriate techniques to teach English to children and use creativity to have appropriate and interesting materials as well. However this condition is absolutely contrasted to the areas which are less privileged where access to qualified teachers, appropriate materials and fun learning are difficult. In fact, the English teachers do not have educational background in teaching English. They are only available at schools and teach any subjects. As a result, the children cannot learn English well because they do not get proper input in their learning process.

Regarding to the explanation above, it is important to solve the problems found in the teaching and learning process of English in less privileged areas that are experienced by many young learners in Indonesia. Having qualified teacher, appropriate teaching technique and media is a must to assist the children as young learners in getting the objectives of the study.

3. Characteristics of Young Learners

The characteristic of children as young learners should be recognized by the teacher to conduct effective teaching and learning process. Younger learners

tend to love playing and learning when they feel comfortable and enjoy the situation or learning process, but they can be serious and think that what they are doing is a real work. Talking about younger learners, Pinter (2006: 2) proposes some characteristics of younger learners. They are mentioned as follows:

- 1) Children are those who are at the pre-school or in the first years of entering school.
- 2) In general children can understand meaningful messages but they cannot analyze language. It means that they have a holistic approach to language,
- 3) In the process of learning, children's levels are lower than adult's levels of awareness about themselves as language learners.
- 4) Even in their first language, children lacked of ability of reading and writing skills
- 5) The children tend to be more concerned about themselves than others.
- 6) Children have a limited knowledge about the world.
- 7) Children enjoy things related to fantasy, imagination, and movement.

In addition, Scott and Ytreberg (1990: 1-4) argue that young learners are divided into two main groups; the five to seven year olds children and the eight to ten year olds ones. It is assumed that the beginner stage is started on the five to seven year olds. While the eight to ten years old; children may also be beginners, or they may have been learning the foreign language for some time. So that there are both level one and level two students in the eight to ten age groups. The following are the characteristics of each group.

Group one: Five to seven years old

- 1) Children can talk about what they are doing.
- 2) Children can tell you about what they have done or heard.
- 3) Children can plan activities.
- 4) Children can argue for something and tell the reason why.
- 5) Children can make logical reasons.
- 6) Children can use their vivid imaginations.
- 7) Children can use a wide range of intonation patterns in their native language.
- 8) Children can understand direct human interaction.

Group two: Eight to ten years old

- 1) Children basic concepts are formed. They have decided views of the world.
- 2) Children can tell the difference between fact and fiction.
- 3) Children propose questions all the time.
- 4) Children rely on the spoken word as well as the physical world to convey and understand meaning.
- 5) Children are able to make some decisions about their own learning.
- 6) Children have definite views about what they like and do not like doing.
- 7) Children have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) Children are able to work with others and learn from others.

4. Motivation

English language is one of thousands of language used and spoken in many countries. English as the international language is regarded as the first foreign language in Indonesia. It is taught in all formal education levels even in non-formal education starting from kindergarten until university. Because learning English is demanding, learning motivation is an important thing to build. Motivation is something which comes from our self and social life to do things in order to achieve a purpose. According to Ellis (1997: 75) motivation consists of attitudes and effective statements that can influence the learners and relate to the degree of making effort in learning a target language.

In addition, Ellis (1997: 75-76) suggests four kinds of motivation. The first is instrumental motivation. Learners have some functional reasons to make efforts to learn an L2, like to pass an examination, to get a better job, or to get a place at the university. In some learning contexts, an instrumental motivation seems to be the major force for determining success in L2 learning. For example, learners are motivated to learn an L2 because an institution opens up educational and economic opportunities for them.

The second kind is integrative motivation. When some learners are interested in a place where its people and culture represented by the target language, they may choose to learn a particular L2. The example of the integrative orientation can be shown by the motivation that many English speaking Canadians have learnt French. However, comparing with other learning contexts, an integrative motivation does not seem to be so important. In fact, it was found in

a study, that Mexican women in California were more successful in learning English although their integrative motivation were less than those who were more integratively motivated in learning English. This led the researcher who carried out this study to suggest that some learners may be influenced by a 'Machiavellian motivation'. It is the desire to learn the L2 in order to manipulate and overcome the people of the target language.

The third is resultative motivation. The assumption of the research above is that motivation is the cause of getting L2 achievement. Unlike the previous types, the resultative motivation highlights motivation can be results of learning. Learners who get success as the result of learning may become more motivated than the learners who get success from other contexts. This helps to explain the conflicting research results. In a context like Canada, success in learning French may intensify English-speaking learners' liking for French culture. However, in California success in learning English may cause Mexican women experience discrimination and as a result it reduces their appreciation of American culture.

The last is intrinsic motivation. This intrinsic motivation may not be the learners' general reasons for learning an L2 that are crucial in determining their motivation in some learning situations. Indeed, it is possible that many learners do not have different attitudes; whether they are positive or negative towards the target language. This case is probably owned by many foreign language learners. It does not follow, however, that the learners are lacked of motivation. The children may find the kinds of learning tasks in which they are asked to do intrinsically motivating. According to this explanation, it can be concluded that

motivation involves the arousal and maintenance of curiosity. Motivation also can be the cause and the flow as the results of learners' particular interests and the extent to which they have willingness to involve in learning activities personally.

According to Ellis (1997: 76) motivation is a clearly phenomenon which is a highly complex. These four types of motivation should be seen as kinds of motivation which may come from learners that complementarily complete each others. Moreover it is possible that learners can be both integratively and instrumentally motivated at the same time.

Motivation can be the result of learning as well as it can be the cause to learn. Furthermore, motivation is something lively in nature. It is not something that the learner has or does not have, but it is something that can be various from one moment to the next depending on the learning contexts in learning the target language.

5. Teaching Speaking to Young Learners

Children are able to express emotions, communicate intentions and reaction, and explore the language in their own language. Cook (2000) as Linse (2005: 46) quotes children started to learning the language when they were babies by playing words and language which is begun with the tickling rhymes. Then they continue with other sorts of play which involve both the form and meaning of language.

Linse (2005: 46) adds when children begin to speak, they do experiment and play with the utterances that are made to form words and phrases such as bye-

bye, or go bye-bye. When the children grow up, they use and integrate these words and structures into their real and imaginary activities. In addition Brown (2001: 140) states that speaking is a productive skill that can be directly and empirically observed. The ability in speaking can be observed through the accuracy and effectiveness of test-takers of listening skill, in which listening and speaking skill cannot be separated.

Talking about background to the teaching of speaking to young learners; Linse (2005: 47) states that speaking is equally important to the children's overall language development. When children learn English as their native language, they will get chances to develop speaking skills. If someone has to visit a class for native English-speaking of five-year-olds in North America, he/she will certainly see children saying finger-plays, simple chants and rhymes with hand or finger motions. They will also sing songs with their teacher. Usually the children sit together while singing. To develop or improve speaking skills, the teacher should apply this activity regularly. This is an important part of the school day because young learners need to do this.

Linse (2005: 52-61) claims that there are nine classroom techniques and activities to teach speaking for young learners. The first is Audiolingual Method (ALM). Celce-Murcia (2001) as Linse (2005: 52) quotes, the Audiolingual Method (ALM) is a method used in language teaching. It is based on a notion that by developing habits of the patterns of language, learners can learn language properly. Linse (2005: 52) states that there are two important features of ALM

which can be easily adapted for the younger learner classroom. The two important features are drills and dialogues.

The second one is dialogues. Dialogue as the second feature of ALM can be easily applied through its way to the young learners' classroom. By practicing dialogues, the children can use in real life because grammatically controlled scripts have been provided. Dialogues can very easily be scripted and turned into role-plays. The use of role-play should employ topics which are related to the children's daily life in order to create ease and effectiveness for the young learners.

The third is using puppets to introduce dialogues. Puppets can easily be the model to practice different dialogues for children before they practice with their classmate. A child is usually shy to speak to an adult in front of the class. He or she may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet. In conclusion, the use of puppets is very appropriate to be applied in the young learners classroom.

The fourth is fishbowl techniques. Fishbowl technique is a specific technique which helps children learn how to work with a partner or in a small group. The teacher can either invite a child to do the activity with him/her or can practice the activity using two or more puppets. The teacher models the activity and asks some volunteers to do the same thing. The others in the class watch as if the teacher and the volunteer were in a fishbowl. Then children go back to their seats in order to know clearly what they are expected to do.

The fifth is Communicative Language Teaching (CLT). It is important to apply Communicative Language Teaching because teachers need to realize that connecting real-life situations with classroom instruction will be effective to get the objectives of study. In implementing CLT, There are many different situations where children use language to communicate and convey meanings. Those are asking a parent to find something that is lost, playing a game, saying a finger-play, inviting a friend over to play, and creating an art project. In CLT, the focus is on getting the message across and helping children acquire fluency in speaking.

The sixth is the use of games. It is necessary to apply games in young learners' classroom because the young learners cannot avoid playing in their world. Playing is a purposeful activity and games are a part of playing. Regarding to this, applying games is a very appropriate teaching technique in the young-learner classroom. When the use of games is well managed, games can offer advantages of both ALM and CLT. The teachers can very easily set up games so that children repeat the same patterns over and over again. In addition, games can also be structured to maximize English-language use.

The seventh is talking and writing box. The talking and writing box consist of pictures that children have to select because they are interested to one of them. When children are asked to talk about the pictures on their box, they talk about things related to pictures for the box that they have selected.

The eighth is teaching pronunciation. The application of rhymes, finger-plays, and chants in young learners' classrooms assist native English-speaking children learn how to pronounce words correctly. The teacher should select

rhymes and finger-plays to focus on a specific phoneme or sound or set of sounds. Related to this, Most English-language course books have contained rhymes, poems, and chants as part of the program.

The last is error correction. As caregivers, in teaching young learners, the teacher must correct both children' behaviors and children' errors. If a teacher of young learners corrects every single error that children frequently, the children would always be aware of the correct form in their learning process.

6. Games for Young Learners

According to Wright, David, and Michael (1985: 1) games can be applied to give practices in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching or listening sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining). It is also stated that games are activities consisting of rules, a goal, and elements of fun. The successful completion of the games will involve the carrying out of tasks such as making affirmative, negative, question statements with various rules, rather than the correct production of structure.

The main goal in using the games is creating a successful communication rather than producing a correct manipulative language phase or the communication phase of language learning. In the manipulative stage, the use of games is wonderful way to make relaxation as a way to break for a while from the routine of whole classroom activities. In the communication phase, a game can

stimulate and entertain the children. In addition, when the children have stopped playing the game, the teacher can use it as a stimulus for additional conversation. The use of games in learning language can add fun and various conversations.

Children love playing but when they enjoy any activities, they will learn through the activities. The classroom activities should be inviting and attractive. Young learners need a variety of social experiences with large-group, small-group, and individual activities.

7. Movement Games

According to Lewis and Bedson (1999: 16) the children are physically active in the movement games. Movement games are generally 'rousers' and need to be closely monitored. Based on these explanations the use of movement games which allow the students to work in those three types of group spaces such as large-group, small-group, and individual activities and the types also fit with the characters of the children and can increase motivation in learning speaking.

Lewis and Bedson (1999) propose the kinds of movement games. They are mentioned as follows:

- a. Hello game
- b. Zip-zap!
- c. Bean toss
- d. Big foot
- e. Coconut shy
- f. Body clocks

- g. Feed the mouse
- h. Target balloon game
- i. Colour dodge
- j. Obstacle race
- k. Bandits and sheriffs
- l. Directions game
- m. True/False chairs
- n. Vocabulary scramble
- o. Robot action game
- p. Question and answer search
- q. Fruit salad
- r. Simon says
- s. Cat and mouse

B. Conceptual Framework

A speaking skill is one of the language skills which is needed to be mastered by students, including children in primary school as young. Speaking skill has significances in determining the students' communicative competence in the target language. On the teaching and learning of speaking skill, there are constraints faced by both teachers and students. As for example, based on an observation in SD 1 Terong, the students lacked of motivation in speaking class. Then the students face difficulties in expressing ideas because of their less speaking practice and vocabularies. In addition, materials and media provided by

teachers are monotonous and of a limited range. This lead to the students' lack of interest in their speaking and lead to students' difficulties in producing their spoken language. As a result, the students cannot develop their speaking skill optimally.

Reviewing the theories above, the researcher believes that games can improve students' motivation in learning English. As stated before, younger learners love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think that what they are doing is a real work.

By conducting this research, the writer used movement games which allow the students to work in those three types of group spaces and also fit with the character of the children and can increase motivation in learning speaking. Movement games can motivate the students and need to be closely monitored. The example of movement games are Hello game, Zip-zap! Bean toss, Big foot, Coconut shy, and so on.

Considering these weaknesses, the researcher tries to improve the students' speaking skill through the use of games. The teaching and learning process of speaking skill, including the learning speaking in SD 1 Terong can be improved by employing effective, attractive, and appropriate teaching technique. The use of games is believed to be one of those technique and is also believed to properly explore the potency of students in speaking.

The use of games is expected to be effective because the use of them can avoid the weaknesses of conventional media and monotonous teaching technique that are common to be used in teaching speaking. The use of games needs to be

utilized in teaching speaking because they can hire students' movements and arouse students' motivation. Besides, the students can exposure vocabularies provided by the elements of the games.

Consequently, the use of games needs to be utilized to alleviate students' unwillingness and improve students' motivation in speaking so that the young learners will get the better outcomes. In addition, to produce good spoken language at the fourth grade in SD 1 Terong, the students should be motivated and be assisted in producing their spoken language. Based on the explanation above, speaking skill can be improved more effectively by using games as appropriate teaching technique.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This study was an action research. Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher' (Burns, 2010: 2). The purpose of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and improvement in practice. As it is done in a certain setting, the researcher should be able to improve the students' motivation in speaking skills through movement games.

This research tried to improve students' motivation in speaking skills in the teaching and learning process. Thus, the data were collected in the form of observation checklists, interview transcripts, field notes, and the reports of the test result. Those collected data were used as sources for the evaluation and reflection so that the researcher can revise her plan to be the more effective one.

B. Subject of the Research

The main subjects of the study were students of SD 1 Terong who were in grade IV by the academic year of 2013/2014. This class was chosen as the setting because based on the previous observations; the students in this class experienced some problems in learning English. One of the problems was that which deals with the students' low motivation in learning speaking skills.

C. The Target Community Setting

The setting of this research is SD 1 Terong which is located in Terong I, Terong, Dlingo, Bantul, Yogyakarta. This school has six classes, one teachers' room, and one room for the school principal's office, a laboratory for computer, a library, medical (UKS) room, a mosque, and a canteen. It also has badminton court, tennis courts, toilets, and parking areas. For the 177 students, there is an English teacher in the school.

In this school, English is taught in 2 x 35 minutes per week. The students are permitted to use the books available in the library with the permission of the teacher while having the class with her. Moreover, this school also has extracurricular activities such as Scout, Dance, and Gamelan Orchestra.

During the English classes, the students usually listen to the teacher's explanation, work on the exercises given, discuss the answers, and so on. Thus, there is less proportion for the speaking skills to learn.

D. Place and Time of the Research

This research was done in SD 1 Terong with the IV grade students as the subjects. They were those who were in the first semester in the academic year of the 2013/2014.

The research was carried out during the English classes which are held once a week in each class. For this class (class IV) the scheduled classes were on Friday. The actions lasted in 2 x 35 minutes per meeting.

E. Procedure / Steps of the Action Research

The structural steps done referred to the steps suggested by Kemmis and Mc Taggart (1988) in Burns (2010: 18-20) that action research occurs through a dynamic and complementary process, which consists of three essential 'moments'; of planning, action and observation and reflection.

1) Planning

In this step, the course grid, the lesson plans, the materials, and research instruments were prepared. The course grids were used as contents of lesson plans. It consists of standard of competence, basic competence, indicators, learning materials, media, and learning activities. The Learning materials consisting of topic, language function, pronunciation, and vocabulary. While the learning activities consisting of practice, presentation, and production. The lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied hand. While the research instrument such as the observation checklist, interview guideline, and speaking rubric were designed by considering the kinds of data needed.

2) Action and observation

These research actions were carried out in two cycles. Cycle 1 was done in three weeks and Cycle 2 was done in two weeks. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom.

The researcher also made some changes and revisions in the use of movement games as solutions of the problems. The implementation of the

teaching and learning process was observed by the teacher as a collaborator to give the researcher feedbacks on her teaching techniques.

3) Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching and learning process so that the improvement desired by the researcher and the teacher can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

While the evaluations were done in three ways, the first was short term evaluation which was done in every meeting and the second one was long term evaluation which was done in every cycle/every three weeks, and the last one was the evaluation of the overall practices which was done in the end of Cycle 2. The evaluations involved the researcher, and the English teacher as a collaborator.

F. Instruments and Data Collection Techniques

To gain the valid data, the researcher used three instruments. They were observation, interview and test. The data were collected in every step of the research. First, in the reconnaissance step, the researcher collected the data in the form of field notes and interview transcripts after conducting observation and interviewing the students and the teacher. The field notes were also collected in the action and observation step. The field notes were used to note the descriptions happen in the teaching and learning process. In the reflection step, the data in the

form of interview transcripts after conducting interviews with students and the teacher were collected.

Second, the researcher collected the data in the form of students' speaking pre-test scores. The students speaking scores were used to give descriptions on students' speaking skills. The researcher collaborated with the English teacher to assess students' speaking performance. Then, the results of observation about the number of students performing such indicators were also collected to see the success of the research. The last data were gained through the scores of students' speaking post-test, in which there were different scores between the pre-test and the post-test. After collecting all of the data, the researcher analyzed them to find the successful and unsuccessful results of the actions and make the conclusion of the research. The instruments of the research are presented below.

1. Observation

Observations have a key role to play in action research. Observations of the implementation of the teaching and learning process provide useful information. According to Burns (2010: 57) collecting data through observation is to do with 'making familiar things strange', or in other words, seeing things that are before our eyes in ways we haven't consciously noticed before.

Kutner et al. (2007: 28) claims two types of observations such as structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example,

can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews.

There are various observation techniques that can be applied in the classroom setting. Some of the techniques provide a detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plans, time notation, dialogue recording, and videotapes. The observation data can be useful in giving the teacher feedbacks on his/her instructions.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation.

2. Interview

Interviews are a classic way in research to conduct a conversation that explores the focus area (Burns, 2010: 74). Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answer, more in-depth information than do questionnaires (Kutner, et al., 2007: 25).

Burns (2010: 75) suggests some types of interviews generally used for action research. They are:

a. Structured interviews

There are the most controlled kinds of conversations, where the researcher wants to get the same specific information from each person. Many of the results of this type of interview can be turned into numerical data as some questions will involve closed, factual kinds of responses.

b. Guided, or semi-structured interviews

These types of interviews are still structured and organized but also more open. The aim of semi-structured interviews is to enable the researcher to make some kind of comparison across the researcher participants' responses, but also to allow for individual diversity and flexibility. For new interviewers this kind of interview can be more difficult to manage as it requires some skill in following the lead of the participant.

c. Open interviews

A third type of interview is an open one where there are no pre-planned questions. These interviews are unstructured and individualized – though this does not mean they should become aimless or shapeless because, of course, their purpose is to bring out issues related to the research.

3. Test

Tests provide a picture of students' achievement at any given point, although there are more authentic assessments such as portfolios and observations. Kutner (2007: 33) suggests that to determine whether change or growth has taken place, however, some sort of pre- and post-measurement are required. He also suggests that to determine accurately the success of an instructional sequence,

instructors must pre-test students at the outset, and, using the same or a similar instrument, test them at specified intervals throughout the instructional process. Those measures will reveal what students have actually learned from instruction. In this research, pre-test and post-test were used to gather the data about students' improvements of motivation in speaking.

To analyze the pre-test and post-test result, the students' performances on the pre-test on the criteria such as fluency, grammatical accuracy, pronunciation accuracy, and vocabulary were indicated by numbers, calculated and were compared with those in the post-test result.

G. Data Analysis

To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

In this step, the researcher assembles the data such as field notes, interview transcripts, and scans the data in a general way to show up broad patterns so that they can be compared and contrasted. Thus, the researcher can see what really occurs in the field. In Burns' words it is useful to note down thoughts, ideas or impressions as they occur ... (Burns, 1999: 157).

2. Coding the data

After scanning the data, developing categories and codes are used to identify the data more specifically. As what Burns (1999: 157) suggests, coding the data is

a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data have been coded, the researcher needs to see whether the patterns are repeated or developed across different data collection techniques. Besides identifying relationships and connections between different sources of data, the other things that the researcher can do is mapping frequencies of occurrences, behaviors or responses.

4. Building interpretations

The fourth stage is the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The last stage of the data analysis process is presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the finding

supported with the sample data, relate the finding and the context, and suggesting how the project has been fed back into practice so that it could lead to others areas for research.

H. Validity and Reliability of the Data

Since the researcher referred to Burns' (1999: 161-163) criteria of the fulfillment of the research validity, this research fulfilled the following criteria:

- 1) Democratic validity, this criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices.
- 2) Outcome validity, this criterion related to the notion of actions leading to outcomes that are "successful" within the research context. This research was expected to be able to solve more than one problem in teaching-learning process, for example ones which are related with speaking skills and motivation.
- 3) Process validity, this criterion related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students, and having discussion with the collaborator.
- 4) Catalytic validity, this criterion related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting.

In this case, the researcher asked the students' responses to the changes occurring to themselves.

- 5) Dialogic validity, this criterion parallels the processes of peer review which are commonly used in academic research. Typically, the value or 'goodness' of the research is monitored by peer review for publication in academic journals. Similarly, peer review in action research would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers.

The reliability of the data was gained by giving genuine data, such as the field notes, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

- 1) Time triangulation: in which the data were collected over a period of time to get a sense of what had been involved in the processes of the changes. In this research, the researcher gathered the data about improvement students' motivation in speaking skills through having a pre-test and a post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.
- 2) Space triangulation: the data were collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
- 3) Theoretical triangulation: the data were analyzed from more than one perspective.

Triangulation is valuable in enhancing validity, but it can pose problems for teachers initially. Students may not be used to being asked their views by

teachers, and colleagues may have had little previous experience of observing each other's classrooms. Considered more positively, however, triangulation, with its emphasis on gathering accounts from the various participants in the classroom situation, is also a very valuable way of promoting dialogue and developing student enquiry into their own learning.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problem

Interviews and classroom observation were done to identify the field problems. The researcher interviewed the English teacher who became the collaborator and the students of IV. The interview with the English teacher and the students was done on July, 22th. She also observed the English teaching and learning process of class IV on July, 26th.

To give a clearer description, here is the vignette of the teaching and learning process during the observation.

The day was Friday. The bell rang at 7 signaling that the teaching and learning process in SD 1 Terong would be immediately begun. The English teacher and the researcher prepared to go to class IV . When the teacher entered to the class, there were still many students who did not immediately sit down in their seats, even just made noise. Then after the teacher asked students to sit, all students took their seats. Then the teacher greeted the students, asked the chairman of the class to lead the prayer, and asked condition of the students. Students answered the teacher's questions. The teacher checked the students' attendance, introduced the researcher and expressed the researcher's intentions, that is doing observation and research at the fourth grade.

Then, the teacher began the lesson by asking students working on exercises from modules. The exercise was a conversation that should be completed by the students by choosing the choice that is available. The teacher asked the students to work in pairs to discuss the problems, the given time was 20 minutes. When the teacher went

around monitoring the students in doing the exercises, some students were busy chatting with their friends.

Then, the teacher went around the classroom to monitor student activity. It could be seen that many students made noise in class, some students put the head at the table. Some of them looked sleepy, and some were chatting with friends. The teacher had repeatedly advised the students to be quiet, so the students were quiet and worked to discuss and do the exercise with their friends.

After 20 minutes, the teacher began to discuss the answer with the student. Then the teacher asked students with their partner to come forward and talked about the conversation using the expressions already discussed. It was seen that many students got wrong in pronunciation, and the teacher did not immediately provide a correction. Finally, the bell rang, and lessons must be ended, the teacher asked the students who have not performed in front of the class must perform on next Friday. Then the teacher and the researchers left the classroom.

(Appendix C, Field Notes 4)

Based on the vignette above, it can be concluded that the teaching and learning process did not run very well and the students had difficulties in doing the activities. The researcher also conducted interviews with the English teacher and the students of the class. From the interviews, it could be summarized that most of the students in class IV had some problems in speaking. Those difficulties also could be seen in the following interviews.

R: *Dapatkah ibu jelaskan tentang kemampuan bahasa Inggris siswa kelas IV dan masalah yang sering ibu hadapi di kelas IV?* (Could you tell me about the students' English ability and problems you often face in grade IV?)

T: *Kemampuan bahasa Inggris kelas IV itu relatif sama mbak, hanya saja kelas IV itu terkenal dengan ramainya ... Dan di kelas IV itu kendala dalam belajar bahasa Inggris yaitu kepercayaan dirinya rendah, motivasi yang rendah, dan vocabulary siswa sangat kurang, sehingga siswa lebih banyak diam ketika pelajaran berlangsung.* (The English ability of the students in grade IV is relatively same, but the class is known as noise class.... In that class, I find problems in learning English; the problems are students' low self-confidence, motivation, and vocabulary mastery, so that the students tend to be silent during the class.)

R: *Menurut ibu dari keempat skil itu mana yang paling sulit berdasarkan pada kemampuan siswa?* (Among the four skills, which one is the most difficult based on the students' ability?)

T: *Yang sulit untuk anak terutama di speaking mbak, karena mereka tidak mempunyai motivasi, dan takut berbicara, dan juga tidak percaya diri, lebih banyak diam itu tadi mbak.* (The most difficult thing is the speaking skill because they do not have motivation, afraid to speak, lack of self-confidence, and keep silent.)

(Appendix D, Interview 1)

R: *Oh iya dek, kalau bu guru bahasa Inggris mengajar, kamu paham enggak dek?* (Do you understand when the teacher is teaching English?)

S: *Ya kadang paham, kadang enggak mbak.* (Sometimes yes, but sometimes no.)

R: *Bu guru kalau mengajar biasanya memakai media atau alat bantu mengajar gitu enggak dek?* (If the teacher teaches, does she usually use media or other aids?)

S: *Maksudnya mbak?* (What do you mean?)

R: *Ya seperti memakai gambar, songs atau lagu, kayak gitu dek?* (Yes, it is like pictures, songs?)

S: *Dulu pernah memakai lagu mbak, tapi sudah dulu banget.* (She used to using songs.)

(Appendix D, Interview 2)

R: *Oalahh, karena mudah toh dek, lha emangnya bu guru kalau mengajar adek paham atau tidak?* (Oh. Because it is easy, do you understand or not when the teacher is teaching?)

S: *Ya kadang paham, kadang enggak mbak.* (Sometimes yes, but sometimes no.)

R: *Sering pakai media gitu gak dek, semisal pakai gambar, lagu, gitu?* (She usually uses media or other aids like pictures, songs?)

S: *Emmm, dulu sih pernah mbak, sekarang enggak mbak.* (Yes, she used to, but not now.)

(Appendix D, Interview 4)

The result of the classroom observation and interviews both with the teacher and the students indicated that there were some problems related to the speaking teaching and learning process. The problems led to the low speaking skills of the students and their speaking skills were needed to be improved.

The pre-test was also conducted to measure students' initial speaking skills before the actions were implemented. To gain the validity of the pre-test the researcher asked for the experts' opinion. Then, the reliability of the pre-test was checked by applying inter-rater reliability in which the researcher and the English teacher became the raters.

The problems that affected the low speaking skills of the 4th grade students at SD 1 Terong are presented in the table below.

Table 1: Field Problems in the English Teaching and Learning Process in Class IV of SD 1 Terong

No	Field Problems	Code
1	The materials used in the teaching and learning process were not interesting.	MA
2	Some students were passive during the teaching and learning process.	S
3	The students' motivation in learning English, especially speaking skills was low.	S
4	The students had no desire to speak in English.	S
5	The students spent their time with friends by playing, feeling sleepy, and doing something unrelated to the English lesson in learning process.	S
6	The students had difficulties in learning spoken English.	S
7	Students pronounced words incorrectly.	S
8	The process of teaching and learning of speaking tended to be monotonous.	TT
9	The students had low vocabulary mastery.	S

(Continued)

(Continued)

No	Field Problems	Code
10	The teaching technique which was applied in the teaching and learning process was not effective.	TT
11	There were no media used during the English classes	M

Descriptions:

S : Students

MA : Material

M : Media

TT : Teaching Technique

From the table above, it could be identified that the problems of the speaking teaching and learning process came from the learning materials, the students' interest, the students' motivation, the students' vocabulary mastery, the teaching technique and the media that were used in the classroom.

The learning materials used in the teaching and learning process were not interesting. They were only taken from a textbook without adding and adapting materials from other sources. In the teaching process, the materials were only provided from module or textbook which were not various and interesting for the students. The module often used as the main source also for the daily tasks. The students seldom got authentic materials from their surroundings in learning speaking, such as videos, songs, movies etc.

Besides, the students' motivation in learning English skills, especially speaking skills was low. It was proved by some evidence observed by the researcher. It was found that the students had no or lacked of desire to speak in English. In learning process, they spent their time with friends by playing, feeling sleepy, and doing something unrelated to the English lesson. In addition, the

students had difficulties in learning spoken English. It seemed that they did not consider speaking as a challenge but a burden. This condition made the students lacked of motivation in learning English, especially speaking skill.

The next factor was related to the students' interest in joining some activities during the teaching and learning of speaking in the classroom. This problem was caused by the process of teaching and learning of speaking that tended to be monotonous. The teacher only focused on testing students' ability to pronounce some words related to the topic. It caused many of the students laid their head on the table even the students played by them during the teaching and learning process of speaking. Such a condition indicated that they were not interested in joining the teaching and learning process.

The other factor influencing the students' speaking skill was having low vocabulary mastery. It happened to many students. They were confused and did not understand English bot spoken and written because they had low vocabulary mastery. It could be difficult for those who had low vocabulary mastery in learning English, especially speaking skill. It became worse when the teacher could not be creative to teach speaking skill. Both the teacher and the students did not accustom to speak English. They preferred to speak in Indonesian during the class rather than tried to practice speaking in English. So, they had difficulties to produce spoken language related to the topic and did not comprehend the materials well.

Furthermore, the teaching technique which was applied in the teaching and learning process was not effective because the classroom activities provided

by the teacher were not engaging and interesting for the students. It tended to be monotonous as the result was not attractive for the students. During the speaking class the teacher often asked the students to repeat her words and do exercises in the module. Such a kind of the situation made the students get bored in participating to the class. The further effect of this situation was that students did not improve their speaking skill.

The last factor was the media. The media used in the English classes were only a whiteboard, a textbook, modules, and LKS. There were no pictures, maps, over head projection (OHP), LCD, or other media that can visualize the learning materials. Interesting media, such as pictures, can support and make the lesson more engaging. Moreover, they stimulate learners' imagination and creativity in the learning process.

2. Weighing the Field Problems

Since there were many problems in the teaching and learning process, it was necessary to figure out the very urgent problems that needed to be solved soon. Those problems were related to the students' motivation in learning speaking skills in the English teaching and learning process. As there were many problems occurred, the researcher and the English teacher had a discussion to weigh the problems based on the urgency level. The problems were grouped into three categories i.e. very urgent, urgent, and less urgent problems. Here are the very urgent problems that were taken.

Table 2: The problems in the English Teaching and Learning Process in Class IV of SD 1 Terong that needed to be solved soon

No	Field Problems	Code
1	Some students were passive during the teaching and learning process.	S
2	The students' motivation in learning English, especially speaking skills was low.	S
3	The students had low vocabulary mastery.	S
4	Students pronounced words incorrectly.	S
5	The materials used in the teaching and learning process were not interesting.	MA
6	The teaching technique which was applied in the teaching and learning process was not effective.	TT
7	There were no media used during the English classes	M

Descriptions:

S : Students

MA : Material

TT : Teaching Technique

M : Media

After identifying and selecting the field problems, a pre-requisite analysis was conducted to find causes and effects of the relationship among the problems in the field. The pre-requisite analysis was conducted through the discussion with the English teacher as the collaborator by considering four main aspects. Those are the students, materials, teaching technique, and media on the teaching and learning process.

Table 3: The Possible Causes of Field Problems in the English Teaching and Learning Process in Class IV of SD 1 Terong based on the Pre-requisite Analysis

No	Field Problems	Possible Causes
1	Some students were passive during the teaching and learning process.	a. Students got bored with the monotonous materials and activities in the teaching and learning process.

(Continued)

(Continued)

No	Field Problems	Possible Causes
2	The students' motivation in learning English skills, especially speaking skills was low.	a. The materials and activities in the teaching and learning process were monotonous. b. The teacher did not motivate students to learn well.
3	The students had low vocabulary mastery.	a. In the teaching and learning process, the teacher never used activities enhancing students' vocabulary mastery.
4	Students pronounced words incorrectly.	a. In the teaching and learning process, the teacher could not give good pronunciation models for the students.
5	The materials used in the teaching and learning process were not interesting.	a. The materials used in the teaching and learning process were not interesting because they were only taken from textbook without adding and adapting materials from other sources. b. Most of the materials used in the classroom taken from module.
6	The teaching technique which was applied in the teaching and learning process was not effective.	a. The teaching technique used in the classroom activities was not engaging and interesting for the students.
7	There were no media used during the English classes	a. The media used in the English classes were only whiteboard, textbook, modules, LKS, and board marker.

3. Determining Actions to Solve the Feasible Problems

After identifying the field problems that were urgent and feasible to be solved, the researcher and the teacher planned some actions to overcome the problems. She and the English teacher discussed some actions which could be used to improve students' motivation in learning speaking skills. She and the English teacher decided to implement some actions in order to improve students' motivation in speaking skills, so that the students would be able to speak fluently and accurately in the real world communication.

The researcher and the English teacher decided to use movement games to improve students' motivation in speaking skills. After determining the actions which be implemented, the researcher and the English teacher as collaborator decided to use PPP technique. The researcher would also use some classroom media by using pictures, audio recording, flashcards, puppets, real objects to improve students' motivation.

B. Implementation of the Actions

1. Reports on Cycle 1

a. Planning 1

When the field problems had been formulated and the actions had been designed, the researcher and the English teacher as the collaborator made some plans for the first Cycle. Based on the designed actions, the researcher and the English teacher expected that the actions would be able to create these following conditions.

- 1) Students would be motivated to learn English.

- 2) Students would be actively involved in the teaching and learning process.
- 3) Students would be able to pronounce words correctly.
- 4) Students could improve their vocabulary mastery.
- 5) The materials, media, teaching technique, and activities used in the classroom would be varied, so that students would not get bored during the teaching and learning process.

To achieve those conditions the researcher and the English teacher as the collaborator planned some actions in Cycle 1. The actions were:

- 1) Selecting the materials based on the standard of competence and the basic competence for the first semester of grade IV.
- 2) Preparing teaching media, such as picture.
- 3) Discussing the teaching and learning activities.
- 4) Discussing the teaching technique.
- 5) Making course grids and lesson plans.
- 6) Developing research instruments, such as observation checklist, interview guideline, and speaking rubric.

b. Action and Observation 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting, a movement game was applied in the practice and production stages to motivate the students to speak and provide them sufficient opportunities to practice the language functions.

The use of movement games was accompanied by the other supporting actions that supported the movement games roles in improving students' motivation in speaking skills.

1) Implementing the Movement Games to Improve Students' Motivation in Speaking Skills in the First Meeting

The first meeting of Cycle 1 was conducted on Friday, August 30th, 2013. The allocated time was 70 minutes. In the first meeting the researcher introduced the topic of the lesson. The topic was introducing oneself. Then, the researcher told the students about the objective of the lesson. In the presentation stage, firstly, the researcher gave questions to the students related to the topic of the lesson. The students were enthusiastic in answering questions given by the researcher. Then, the researcher played a recording (MP3) that contained conversation of introduction oneself. The students paid attention to the recording and listened it carefully. Furthermore, the researcher showed puppets and used them to give example about the expression of the introduction oneself to the children. The students seemed to be very enthusiastic paying attention to the puppets. During playing the puppets, the researcher asked some children about their names and address.

On the practice stage, the children were asked to practice the dialogue in pairs. The researcher went around the class to monitor the students' activity. Then, the production stage, the researcher used a game to help the students in using spoken English to introduce oneself

in the yard. The game was *Hello game*. This game was intended as a way to introduce greeting and introducing oneself to the children. Firstly, the researcher explained the rules of the game and gave an example of how to play the game. During the game, the students were highly motivated in learning through the game. All of the students were happy. They really enjoyed and were enthusiastic during the activity. When the allocated time was over, the researcher summarized and ended the lesson.

2) Implementing the Movement Games to Improve Students' Motivation in Speaking Skills in the Second Meeting

The second meeting of Cycle 1 was conducted on Friday, September 6th, 2013. The allocated time was 70 minutes. In the second meeting the researcher introduced the topics of the lesson. The topic was introducing others. Then, the researcher told the students about the objective of the lesson. In the presentation stage, firstly, the researcher gave questions to the students related to the topic of the lesson. The students answered questions given by the researcher enthusiastically. Furthermore, the researcher showed puppets and used them to present the materials about the expression of the introduction others to the students. The students seemed to be very enthusiastic paying attention to the puppets.

On the practice stage, the children were asked to stand up in circle in the yard. The researcher gave instructions for the students to make a group by saying "*please make group of three/four/five*". Then,

the children make some groups by following the instruction from the researcher. After that, the students practiced the dialogue in groups. These activities were done repeatedly until all the children were able to use the expressions of introducing their friends fluently. The student did the activities happily.

On the production stage, the researcher used a game to help the students in using spoken English to introduce oneself. The game was *Zip-zap!*. The objective of the activity was to introduce others to the students. Beforehand, the researcher explained the rules of the game and gave an example of how to play the game. During the game, the students were highly motivated to learn using the game. All of the students were happy. They really enjoyed and were enthusiastic during the activity. When the allocated time was over, the teacher summarized and ended the lesson.

3) Implementing the Movement Games to Improve Students' Motivation in Speaking Skills in the Third Meeting

The third meeting of Cycle 1 was conducted on Friday, September 13th, 2013. The allocated time was 70 minutes. To start with, the researcher introduced the topics of the lesson. The topic was kinds of jobs. Then, the researcher told the students about the objective of the lesson. In the presentation stage, firstly, the researcher gave questions to the students related to the topic of the lesson. The students answered questions given by the researcher enthusiastically. Furthermore, the researcher showed pictures related to the professions

at school. The pictures were people at the school with their own job. The students smiled looking at the pictures. The researcher gave correct pronunciations related to the words based on the pictures. The students repeated the pronunciations until they produced correct pronunciations.

Then, the researcher invited the students to go out to play *Vocabulary scramble*. This game was intended to make the students memorize the words easier, as long as the game progresses, it could be seen that the students enjoyed playing the game. The game was ended when all of the students got their turn.

Moreover, the students were asked to work in groups. It was other game to drill the vocabularies related to jobs at school. The researcher led the games. The researcher whispered a name of jobs to the student in the back and then she/he whispered the word to one student in front of her/him. One student runs to get a picture based on the word whispered by the researcher. The students were really motivated in playing the games. They looked happy and enthusiastic.

In the end of the class, the students were invited to enter the class and the researcher started summarizing the lesson and asked the students' difficulties. When the allocated time was over, the researcher summarized and ended the lesson.

c. Reflection 1

The teaching and learning process in Cycle 1 was done successfully. All of the activities were well accomplished. Also, most of the students were enthusiastic in joining the speaking teaching and learning process in the classroom. They followed all the instructions given by the researcher and paid attention to her explanation. In presenting materials to the students, the researcher did not find any difficulties although it must be combined with some games. The explanation was clear enough so the students understood it well. They got information about some expressions in English. They also knew the purpose and how to use the expressions. The students' understanding of the materials are illustrated in the following field notes of the teaching learning process.

R walked around to monitor the students' conversations. Some students have been already fluent in using the phrases to introduce our self, there were only three students who are still a bit wrong in pronouncing the words. After R gives corrections to the student, they have been correct in the pronunciation.

(Appendix C, Field Notes 8)

The students' understanding was also proved by the following interview transcript between the students and the researcher.

R: *Dapatkah kamu memahami penjelasan guru?* (Can you understand the teacher's explanation?)

S: *Iya, dapat.* (Yes, I can.)

R: *Menurut kamu, apakah penggunaan hello game tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?* (Do you think that *hello game* is effective to improve students' speaking skill?)

S: *Iya.* (Yes, it is.)

(Appendix D, Interview 7)

R: *Dapatkah kamu memahami penjelasan guru?* (Can you understand the teacher's explanation?)

S: *Iya, dapat memahami.* (Yes, I do.)

R: *Menurut kamu, apakah penggunaan zip-zap! tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?* (Do you think that *zip-zap game* is effective to improve students' speaking skill?)

S: *Iya, lebih efektif, jadi enggak bosan di kelas, kan di luar ruangan juga.* (Yes, it is more effective, it is not boring, and it is out of class too.)

(Appendix D, Interview 9)

The students also showed their enthusiasm or motivation during the class. They could engage the learning process without boredom. The interview transcript shows the students' motivation in learning English below.

R: *Menurut ibu, apakah penggunaan hello game di pertemuan pertama ini dapat menarik dan memotivasi siswa?* (In your opinion, can the use of *hello game* in the first meeting interesting and motivate the students?)

T: *Sangat menarik siswa mbak, saya lihat siswa yang biasanya membuat gaduh di kelas, bisa diam dan dengan sungguh-sungguh mengikuti proses belajar mengajar. Dan semua siswa dapat termotivasi untuk berani berbicara.* (It is very interesting. I see the students who made noise in class can be silent and really involve to the learning process. All the students can be motivated and brave to speak.)

(Appendix D, Interview 5)

R: *Menurut kamu apakah penggunaan hello game tadi menarik dan memotivasi kamu?* (Do you think that the use of *hello game* interesting and can motivate you?)

S: *Iya, menarik, membuat pelajaran terasa cepat.* (Yes, it is, the class gets faster.)

(Appendix D, Interview 6)

Beside the obstacles that were solved successfully, the students were interested on the implementation of the movement games. In addition, they also stated that the implementation of the use of the movement games helped them speak English better than teaching technique in the previous

meeting. The researcher and the English teacher as a collaborator opinion were shown in the following interview transcript.

R: *Apakah dengan penggunaan hello game tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?* (Is the use of hello game effective to improve students' speaking ability, Mam?)

T: *Iya mbak. Siswa bisa dengan mudah menghafal vocabulary, dan siswa juga dengan lancar dalam memperkenalkan diri menggunakan ungkapan dalam bahasa Inggris.* (Yes, the students can easily memorize vocabularies and get fluency in introducing themselves to other using expressions in English.)

(Appendix D, Interview 5)

R: *Menurut kamu, apakah penggunaan hello game tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?* (Do you think that hello game is effective to improve students' speaking skill?)

S: *Iya, lebih efektif.* (Yes ... more effective.)

(Appendix D, Interview 6)

The field note and interview transcripts above show that the use of games was useful in teaching speaking for children. The students were interested to the learning process because of some reasons such as it made them motivated to join the game and understand the materials. In conclusion, the students' motivation in speaking ability can be improved by using the movement games.

d. Findings of Cycle 1

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

(1) The successful actions

- (a) The goals of using games in Cycle 1 were successfully achieved. The students were stimulated to speak. They could understand the materials well. Students were enthusiastic during

the lesson and they became more active during the teaching and learning process.

(b) Students pronounced words related to the topic correctly.

(c) Students learned some vocabulary related to the topics easily by playing the games.

(d) Students were motivated and interested to learn English by using varied games and activities.

(2) The unsuccessful actions

(a) Some students still had difficulties in pronouncing certain words.

(b) Some students still needed more attention to produce conversations using expressions learnt.

Those were the successful and unsuccessful actions in Cycle 1. There were some improvements on students' motivation in speaking skills. However, there were still some problems faced by the students in Cycle 1, so that the researcher and the English teacher decided to continue with the next cycle to improve students' motivation in speaking skills.

2. Reports on Cycle 2

In Cycle 2, the researcher and the collaborator also administered three steps as discussed in the following sections.

a. Planning 2

In reference to the reflections of the actions implemented in Cycle 1, the researcher found that there were some aspects in Cycle 1

those were needed to be improved. Considering the improvement of students' motivation in speaking skills, the researcher still implemented the same actions as in Cycle 1. In addition, she made some improvements by adding some new actions to solve the problems which occurred.

To achieve the conditions the researcher and the English teacher as the collaborator planned some actions in Cycle 2.

- 1) Selecting the materials based on the standard of competence and the basic competence for the first semester of grade IV.
- 2) Preparing the teaching media, such as pictures and flashcards.
- 3) Discussing the teaching and learning activities.
- 4) Discussing the teaching technique.
- 5) Making course grids and lesson plans.
- 6) Developing research instruments, such as observation checklist, interview guideline, and speaking rubric.

All of the actions that would be implemented in the Cycle 2 were actually same to the actions that had been implemented in the Cycle 1. In the Cycle 2, the researcher used other movement games such as *Simon says* and *Cat and mouse*. Also, the researcher discussed with the teacher to use pictures and flashcards as media so that the students could easily memorize the words and improve their vocabulary mastery. Furthermore, related to the weaknesses of

students' pronunciation in the Cycle 1, the teacher drilled the students' pronunciations as the teaching technique which was combined with the movement games to improve the students' pronunciation in the Cycle 2.

b. Action and Observation 2

4) Implementing the Movement Games to Improve Students' Motivation in Speaking Skills in the Fourth Meeting

The first meeting of Cycle 2 was conducted on Friday, September 20th, 2013. The allocated time was 70 minutes. In the fourth meeting the researcher introduced the topics of the lesson. The topic was things in the classroom. Then, the researcher told the students about the objective of the lesson. In the presentation stage, firstly, the researcher gave questions to the students related to things in the classroom. The students answered questions given by the researcher enthusiastically. Furthermore, the researcher asked the children to point toward things in the classroom. The researcher also used pictures to explain the materials to the students. After that, the researcher demonstrated classroom. The students paid attention to the researcher's demonstrations.

On the practice stage, the researcher invited the students to play a game, that was *Simon says*. Firstly, the researcher explained the rules of the game and gave an example of how to play the game. This game is intended as a way to study about the expressions of giving

command and do the expressions. As long as the game progresses, it could be seen students with passion and joy playing the game.

On the production stage, the students were invited to do a speaking performance test related to the materials learnt. The researcher divided the children into four groups. Each group got one set of cards. One student shuffled the cards. Then, he/she took one card. He/she gave a command to the friend in the group based on the picture on the card. Then, the student who was given a command had to do it appropriately. In the end of the class, the researcher asked the students' difficulties. When the allocated time was over, the researcher summarized and ended the lesson.

5) Implementing the Movement Games to Improve Students' Motivation in Speaking Skills in the Fifth Meeting

The second meeting of Cycle 2 was conducted on Friday, September 27th, 2013. The allocated time was 70 minutes. In the fifth or the last meeting of this research, the researcher introduced the topics of the lesson. The topic was stationery. Then, the researcher told the students about the objective of the lesson. In the presentation stage, firstly, the researcher gave questions to the students related to stationery as the topic of the lesson. The students were enthusiastic in answering questions given by the researcher. Furthermore, the researcher showed some stationeries and drilled the children the names of the things. After that, the researcher showed puppets and used them to give the example about the expression for asking things and giving

things to the students. The students showed high motivation in listening to the researcher's demonstration with the puppets.

On the practice stage, the students were asked to practice the dialogue in pairs. The researcher went around to check the students' understanding and progress. Besides, the researcher monitored the students' speaking ability. The students looked very enthusiastic practicing their speaking. All of the students showed their improvement in speaking.

On the production stage, the researcher invited the students to play a game to perform their speaking ability and improve their understanding related to the materials. The game was *cat and mouse*. This game asked the students to have conversations using words related to the stationery. The students enjoyed the game. All of them were doing great. They showed high motivation in the learning process. In the end of the class, the researcher asked the students' difficulties. When the allocated time was over, the researcher summarized and ended the lesson.

c. Reflection 2

The teaching and learning process in Cycle 2 was done successfully. All of the activities were well accomplished. Also, most of the students were more enthusiastic in joining the speaking teaching and learning process in the classroom. After conducting the actions in the second Cycle, the researcher did some reflections. It was done based

on the observation in the teaching and learning process, the students' opinion and the English teacher's opinion. The students got better understanding to the materials given by the researcher than that in the previous meeting. The results of the implementation would be described as follows.

Once the activity was completed, R asked any members of each group who are not fluent in delivering on cues, and there were only two students who are still not fluent. Then R asked two students to provide appropriate cue pictures alternately chosen by R. After repeating, the two students could be fluent in giving the cue to the other students.

(Appendix C, Field Notes 11)

The students' understanding was also proved by the following interview transcript between the students and the researcher.

R: *Apakah kamu menikmati pelajarannya?* (Do you enjoy the class?)

S: *Iya, menikmati bu.* (Yes, I do.)

R: *Dapatkah kamu memahami penjelasan guru?* (Can you understand the teacher's explanation?)

S: *Iya.* (Yes, I can.)

(Appendix D, Interview 15)

R: *Bagaimana pendapatmu tentang proses belajar mengajar tadi?* (What do you think about the teaching and learning process?)

S: *Tadi pelajarannya seru banget dan lucu juga.* (It was fun and funny.)

R: *Apakah kamu menikmati pelajarannya?* (Do you enjoy the class?)

S: *Iya, menikmati bu.* (Yes, I do.)

R: *Dapatkah kamu memahami penjelasan guru?* (Can you understand the teacher's explanation?)

S: *Iya.* (Yes, I can.)

(Appendix D, Interview 16)

In the Cycle 2, the students also shown more enthusiastic or motivated during the class. They involved to the learning process without boredom. There was no students who were sleepy during the

learning process. The interview transcript that shown the students' motivation in learning English was presented below.

R: *Menurut ibu, apakah penggunaan cat and mouse di pertemuan yang terakhir ini dapat menarik dan memotivasi siswa?* (Based on your opinion, can the use of *cat and mouse* in this last meeting be interesting and motivating?)

T: *Sangat memotivasi siswa mbak, saya lihat tadi tidak ada satu pun siswa yang tidak bersemangat, semuanya terlihat bersemangat untuk mengikuti proses belajar mengajar, apalagi waktu permainan di mulai.* (It really motivates the students. I saw there is no students who are lacked of motivation. All of them are looked motivated to engage in the learning process, even in the beginning of games.)

(Appendix D, Interview 17)

R: *Menurut kamu apakah penggunaan Simon says tadi menarik dan memotivasi kamu?* (Do you think that the use of *Simon says* interesting and can motivate you?)

S: *Iya, menarik, saya jadi bisa memberi aba-aba dalam bahasa Inggris.* (Yes, it interesting, I can give instructions in English.)

R: *Menurut kamu apakah penggunaan Simon says tadi menarik dan memotivasi kamu?* (Do you think that the use of *Simon says* interesting and can motivate you?)

S: *Iya, menarik dan seru banget.* (Yes, it is interesting and fun.)

(Appendix D, Interview 15)

By implementing the actions in the Cycle 2, it could be seen that the students were interested on the implementation of the games. In addition, they also agreed that the use of the movement games was really helpful for them to improve their motivation and speaking skill. The researcher, the students, and the teacher's opinion were shown in the following interview transcript.

R: *Apakah dengan penggunaan cat and mouse tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?* (Do you think that *cat and mouse* is effective to improve students' speaking skill?)

T: *Iya mbak. Sangat efektif, siswa bisa dengan mudah menghafal peralatan sekolah mereka dan siswa bisa sangat lancar dalam melakukan tanya jawab tentang meminjamkan barang.* (Yes, it is.

Students can easily memorize the equipments and they can be so fluent in answering questions related to lending things.)

(Appendix D, Interview 17)

R: *Menurut kamu, apakah penggunaan cat and mouse tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?* (Do you think that *cat and mouse* is effective to improve students' speaking skill?)

S: *Iya, efektif bu, saya jadi bisa tanya jawab sama teman-teman tentang pinjam meminjam barang pakai bahasa Inggris.* (It is effective; I could answer and give questions with friend related to lending and borrowing things in English.)

(Appendix D, Interview 18)

R: *Menurut kamu, apakah penggunaan cat and mouse tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?* (Do you think that *cat and mouse* is effective to improve students' speaking skill?)

S: *Iya, efektif bu, tadi waktu permainan, pelajarannya jadi mudah, saya bisa tanya jawab sama teman-teman dengan lancar bu.* (Yes, it is effective. When it used the games, the lesson can be easy. I can make conversations with friends fluently.)

(Appendix D, Interview 19)

The field notes and interview transcripts from the cycle 2 above showed that the use of movement games was useful in teaching speaking to the students. The students were interested and motivated to the learning process. It made them motivated to join the game and participate to the learning process. In conclusion, the students' motivation in speaking ability could be improved by using the games.

d. Findings of the Cycle 2

After doing the reflections, the researcher concluded some points as follows:

- (1) Giving various games was really good to create fun learning activities in the classroom. Learning through movement games offered the students to become active and involved in the

activities conducted in the class. Their boredom was minimized because the activities were attractive and varied.

- (2) The use of movement games was challenging activity to generate the students' enthusiasm in learning speaking. The students were really engaged and interested in the games. The students competed to perform their speaking well through the games.
- (3) Combining with the games, the use of pictures of the words related to the materials was also believed to attract the students' attention and to maintain their understanding of the difficult words easily. The use of colorful pictures was successful to make the students enthusiastic and pay attention to the researcher's explanation about the materials.
- (4) The using of the proper steps of teaching speaking was really successful to create a meaningful step of speaking teaching and learning process in the classroom. The students were engaged and involved in every activity conducted in every step. They did not feel bored and were enthusiastic in following the learning process. The students got the valuable knowledge from joining the class activity. The students got improvement for their speaking ability.

C. General Findings of the Research

This subchapter describes important matters concerning the general summary of Cycle 1 and Cycle 2 of the action research. It has been stated before

that this research is aimed to arouse the students' motivation in learning speaking by using games. Based on the findings in Cycle 1 and Cycle 2, the general findings of this research are summarized in Table 4.

Table 4: **The Result of the Action Research Study**

No	Field Problems	Cycle 1	Cycle 2
1	Some students were passive during the teaching and learning process.	Some of the students participated well in the speaking teaching and learning process.	All of the students participated well in the speaking teaching and learning process.
2	The students' motivation in learning English skills, especially speaking skills was low.	The students showed high motivation to learn speaking.	The students showed high motivation to learn speaking.
3	The students had low vocabulary mastery.	Most of the students could memorize vocabularies well.	All of the students could memorize vocabularies well.
4	Students pronounced words incorrectly.	Most of the students could pronounce words correctly.	All of the students could pronounce words correctly.
5	The materials used in the teaching and learning process were not interesting.	The materials given by the researcher through movement games were attractive; the students could understand the materials well.	The materials given by the researcher through movement games were attractive; the students could understand the materials well.

(Continued)

(Continued)

No	Field Problems	Cycle 1	Cycle 2
6	The teaching technique which was applied in the teaching and learning process was not effective.	The movement games implemented were able to create fun learning for the students.	The teaching technique given by the researcher through movement games were engaging and interesting for the students.
7	There were no media used during the English classes	The pictures, puppets, flashcards given by the researcher were able to create fun learning for the students.	The pictures, puppets, flashcards given by the researcher were attractive for the students.

The teaching and learning process was monotonous, before the action was implemented. The activity did not motivate the students to participate well during the teaching and learning process. Most of the students were very sleepy and were lazy to study. After the action was implemented, the teaching and learning process was not monotonous. The students also actively participated in the teaching and learning process.

After the implementation of the action, the students' motivation and speaking skill could be improved. They could understand the materials well. The improvement of the students' speaking skill is also presented in the score of pre-test and post-test. The summary of the result of the pre-test and post-test is presented in Table 5.

Table 5: The Mean of the Pre-test and Post-test

Test	Mean
Pre-test	60.37
Post-test	75.04

Table 5 shows that the mean score of the post-test (75.04) is higher than the mean score of the pre-test (60.37). The gained score of students' speaking test is 14.67 which show that there is an improvement of students' speaking ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the fourth grade students' motivation in learning speaking skills at SD 1 Terong by using movement games. In reference to the discussion in the previous chapter, it could be concluded that the implementation of the games and the supporting actions successfully improved the students' motivation in speaking skills. The high motivation which was showed by the students was proven by the interview transcripts and the field notes. Based on the observations, the students could actively participate to the teaching and learning process. Furthermore, the students enjoyed learning through playing the movement games.

The improvement is also indicated by all aspects of speaking, i.e. students' fluency, vocabulary mastery, pronunciation as well as their grammar accuracy. It could also be seen in the result of the pre-test and the post-test. Here is the brief summary of the improvement.

1. The students' vocabulary mastery was improved. The post-test mean score of students' comprehension increased from 14.25 to 19.05. The games provided the students with a lot of practice and repetitive use of the words. Through the practice and meaningful repetition, they were accustomed to the words related to a certain topic so they could

memorize the vocabulary well. They could also use the words to communicate to each other.

2. The students' fluency was better than before. The post-test mean score of students' fluency increased from 17.03 to 20.01. After the implementation, most of the students could use the functions at the normal speed without hesitation and pauses for words. The repetitive use of the language functions during the implementation made them more accustomed with the expressions. As the result, their fluency was better than before.
3. The students' pronunciation was improved. The mean score of pronunciation test increased from 13.98 to 17.69. At first, the students had difficulties in pronunciation. After the actions were implemented, most of the students could pronounce the words correctly with the appropriate intonation.
4. The students' grammatical accuracy was improved. The mean score of the post-test increased from 15.01 to 18.27. In the beginning, the students tended to use the expression with incorrect word order and articles. After the implementation, the students' grammatical mistakes were reduced.

B. Implications

Based on the research discussion, it can be implied that the movement games can be applied in speaking teaching and learning process. The implementations of the actions are presented below.

1. Movement games were useful in improving students' vocabulary. Through the practice and meaningful repetition, they were accustomed to the words related to a certain topic. The picture on the games helped the students to memorize the vocabulary more easily. During the games, the students helped each other when they got difficulties. It implies that playing movement games can be implemented as speaking practice for the students in order to improve their vocabulary mastery.
2. The implementation could also improve students' fluency. The practice and meaningful repetition made them familiar with the expressions. Therefore, as they also had known the vocabulary, they could use the expressions without hesitation either pauses for words. It implies that playing movement games can be implemented as speaking activity for the students in order to improve their fluency.
3. The use of movement games was helpful to reduce the students' difficulties in pronunciation. The students who got difficulties could learn from others who used the words and expressions well. The students could pay attention when the other players said the words. It implies that movement games should be applied by the English teacher to improve students' pronunciation.
4. It was found out that the use of movement games was useful to overcome the students' problems related to grammatical mistakes. During the games, the students could learn from each other. The students could listen carefully to how the language functions were said

or ask the others when they forgot the expressions. It means that movement games should be applied to improve the students' grammar accuracy. Before playing the games, more feedback is necessary to be given to the students.

C. Suggestions

After conducting the research, the researcher proposed some suggestions for the English teacher, students, and other researcher. The suggestions are as follows.

1. For the English teacher of Elementary School

It is important for the English teacher of Elementary School to improve students' motivation in speaking skills. The teacher needs to develop their speaking skills and create an enjoyable classroom atmosphere in the classroom, so that they will be motivated to learn. It can be done by using movement games as teaching technique to develop their speaking skills.

2. For the Students of Elementary School

The students should be more active to practice English, especially in speaking. Furthermore, the students should learn how to pronounce words correctly and practice in the real context.

3. For other researchers of English Education Department

This research is mainly focused on how to improve the fourth grade students' motivation in speaking practices by using movement games. There are still many problems in this field, which are not yet solved.

This research may be used as the speaking materials and movement games materials before other researchers do the actions related to efforts to improve the fourth grade students' motivation in speaking practices by using movement games.

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<http://iteslj.org/Lessons/Lin-UsingGames.html>

APPENDIX A

COURSE GRID

Course Grid
Improving Students' Motivation in Learning Speaking Skills using Movement Games at 4th grade (Cycle 1 and Cycle 2)

Standard of Competence:

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Movement Games
2.1 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri.	<ul style="list-style-type: none"> Identifying the expression of introducing oneself to each others. Identifying the vocabulary of introducing oneself to each others. Students are able to use the expression of introducing oneself to each others. 	<ul style="list-style-type: none"> Topic Introducing oneself Example of the expressions: <ol style="list-style-type: none"> Henry: Hello, my name is Henry. I live in Pencitrejo. Indah: Hello Henry, my name is Indah. I live in Kebokuning. Selly: Hello, my name is Selly. I live in Terong I. Mira: Hello, my name is Mira. I live in 	<ul style="list-style-type: none"> Puppets Audio Recording Whistle 	1	1	<p>Presentation</p> <ul style="list-style-type: none"> The teacher conducts a question and answer activity related to the topic of the lesson. The teacher plays a recording that contains conversation of introduction oneself. The teacher asks the children to pay attention and listen to the conversation. The teacher shows puppets and uses them to give example about the expression of the introduction oneself to the children. The teacher asks some children about their names and address by using the puppets. <p>Practice</p> <ul style="list-style-type: none"> The children practice the dialogue in 	<p>❖ Hello game</p> <ol style="list-style-type: none"> All the children stand up on papers in a circle. The teacher is in the middle. Go up to a child, shake hands, and say “<i>Hello, my name is... I live in....</i>” The teacher and the child now introduce their self to other children. When the teacher blows the whistle, the students must run and stand up on the paper. One student stands up on the one paper. The child who doesn’t stand up on the paper goes to the middle and starts the game again. The teacher stands up on a paper like the other children.

		<p>Terong II.</p> <ul style="list-style-type: none"> • Language function: 1. Expression to introducing oneself: - <i>Hello, my name is.....</i> - <i>I live in...</i> • Pronunciation: hello /h□'lo□/ my /ma□/ name /ne□m/ live /l□v/ • Vocabulary: my, name 				<p>pairs.</p> <p>Production</p> <ul style="list-style-type: none"> ▪ The teacher explains the rules of the game and gives example how to do the game. ▪ The children play “Hello game”. This game is intended as a way to introduce about greeting and introducing oneself to the children. 	
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Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Movement Games
2.1 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri.	<ul style="list-style-type: none"> Identifying the expressions of introducing others. Identifying the vocabulary of introducing others. Students are able to use the expressions of introducing others. 	<ul style="list-style-type: none"> Topic Introducing others Example of the expressions: Agnes: Hello Bony. This is Cindy. Bony: Nice to meet you Cindy. Cindy: Nice to meet you too Bony. Language function: <ol style="list-style-type: none"> Expressions to introducing others: - <i>Hello, this is ...</i> Expressions to respond of introducing others. - <i>Nice to meet you.</i> - <i>Nice to meet you too.</i> Pronunciation: this /□□s/ nice /na□s/ meet /mi:t/ you /ju:/ too /tu:/ 	- Puppets	1	2	<p>Presentation</p> <ul style="list-style-type: none"> The teacher conducts a question and answer activity related to the topic of the lesson. The teacher uses puppets to give example about expressions of introducing their friend. <p>Practice</p> <ul style="list-style-type: none"> The children stand up in circle. The teacher gives instruction for the children to make a group by saying “please make group on three/four/five” The children make a group by following the instruction from the teacher. The children practice the dialogue in groups. After two minutes, the teacher asks the children to stand up in circle again. These activities were done repeatedly until all the children are able to use the expressions of introducing their friends fluently. <p>Production</p> <ul style="list-style-type: none"> The teacher explains the rules of the game and gives example how to do 	<p>❖ Zip-zap!</p> <ol style="list-style-type: none"> All the children stand up on papers in a circle. The teacher is in the middle. There are no empty papers. Stand in the middle. Point to a child and say either <i>Zip!</i> Or <i>Zap!</i> When the teacher says <i>Zip!</i> The child who is pointing to introduce her/his friend that sitting on her/his left, for example, “<i>Hello, this is Indah.</i>” And then, the teacher says “<i>Nice to meet you, Indah</i>”, and Indah says “<i>Nice to meet you too</i>” to the teacher in the middle. When the teacher says <i>Zap!</i> The child who is pointing to introduce her/his friend that sitting on her/his right, for example, “<i>Hello, this is Toddy.</i>” And then, the teacher says “<i>Nice to meet you, Toddy</i>”, and Toddy says “<i>Nice to meet you too</i>” to the teacher in the middle. Once the children get used to the game, keep the pace fast. After a while, instead of pointing to a child, call <i>Zip-Zap!</i> Now all the children run to a different paper. The children quickly find out the names of their new neighbors. Check that the children ask each

		<ul style="list-style-type: none"> • Vocabulary: this, nice, meet, you, too. 				<p>the game.</p> <ul style="list-style-type: none"> ▪ The children play “Zip-zap!” This game is intended as a way to introduce about introducing others to the children. 	<p>other in English. Allow only a short time for this. Then point again and say <i>Zip!</i> Or <i>Zap!</i></p> <p>7. After three or four rounds, call <i>Zip-Zap!</i> And stand on a free paper too. This leaves one child without a paper. He or she takes over the teacher role by pointing and saying <i>Zip! Zap! Or Zip-Zap!</i></p>
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Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Movement Games
2.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima.	<ul style="list-style-type: none"> Students are able to pronounce names of job. Students are able to use the expressions of asking for the job. Students are able to use the expression of giving information about the job. 	<ul style="list-style-type: none"> Topic Job Example of the expressions: Henry: What are you? Indah: I am a headmaster Selly: What are you? Mira: I am a home teacher. Language function: <ol style="list-style-type: none"> Expressions to asking for the job: - <i>What are you?</i> Expression to give information about the job. - <i>I am a/an ...</i> Pronunciation: what /wɒt/ are /a:r/ you /ju:/ headmaster/ˈhed,mɑːs.tə/ teacher /ˈti:tʃə/ home /hoʊm/ English /ˈɪŋ.ɡlɪʃ/ religion 	<ul style="list-style-type: none"> Picture Whistle Flashcard 	1	3	<p>Presentation</p> <ul style="list-style-type: none"> The teacher conducts a questions and answer activity related to the topic of the lesson. The teacher introduces some kinds of job using pictures and gives example how to pronounce kinds of job. The teacher asks the children to pronounce the kinds of job. The teacher gives example of how to ask for and give information about job to their friend. <p>Practice</p> <ul style="list-style-type: none"> The teacher explains the rules of the game and gives example how to do the game. The children play “Vocabulary scramble”. This game is intended as a way to study about the job. <p>Production</p> <ul style="list-style-type: none"> The teacher divides the children into three groups and asks the children to make a line. The teacher shows a picture of job to the children who stand on the back rows. After the teacher blows the whistle, the children do whisper game. The children who stand on the second rows walk to the picture and choose 	<p>❖ Vocabulary scramble</p> <ol style="list-style-type: none"> The teacher puts pictures of jobs on the chairs and gives instruction for the students to make two lines. After the teacher blows the whistle, the children go to the pictures. They can choose the picture freely. Each child stands next to a picture. The teacher shouts <i>Switch!</i> The children run to the teacher. When they arrive, the teacher asks “<i>What are you?</i>” and then the child answer “<i>I am a headmaster</i>” (according to the picture that he/she gets). The game continues until all the children get the picture and tell about the picture.

		/rɪˈlɪdʒ.ən/ physical /ˈfɪz.ɪkəl/ exercise /ˈek.səˈz/ school sku:l/ guard /ga:rd/ student /ˈstu:dnt/				a picture according to the result of the whisper game, and then run to the children on the first row. They do asking and answering activity about their jobs.	
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Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Movement Games
2.2 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu dan memberi aba-aba.	<ul style="list-style-type: none"> • Students are able to point towards things in the classroom that the teacher said. • Students are able to use the expressions of giving command. • Students are able to do the instructions given by the teacher and their friends. 	<ul style="list-style-type: none"> • Topic Classroom commands • Example of the expressions: A: Put your book, please. B: Sure. • Language function: 1. Expressions of giving command: - <i>Take your book</i> - <i>Put your book</i> - <i>Open the book</i> - <i>Close the book</i> - <i>Sit down</i> - <i>Stand up</i> - <i>Silent</i> - <i>Raise your hand</i> - <i>Clean the board</i> - <i>Listen carefully</i> 2. Expression of politeness: 	<ul style="list-style-type: none"> - Pictures - Realia - Flashcards 	2	4	<p>Presentation</p> <ul style="list-style-type: none"> ▪ The teacher asks a question and answer activity related to the topic of the lesson. ▪ The teacher shows some pictures and explains them to the children. ▪ The teacher demonstrates the instructions. <p>Practice</p> <ul style="list-style-type: none"> ▪ The teacher explains the rules of the game and gives example how to do the game. ▪ The children play “Simon says”. This game is intended as a way to study about the expressions of giving command and do the expressions. <p>Production</p> <ul style="list-style-type: none"> ▪ The teacher divides the children into four groups. ▪ Each group gets one set of cards. ▪ One child shuffles the cards. Then, he/she takes one card. He/she gives a 	<p>❖ Simon says</p> <ol style="list-style-type: none"> 1. The teacher asks the children to do the expressions, when the teacher giving command. 2. The teacher call out a command such as <i>Simon says: open your book!</i> 3. The children must do what the teacher says. 4. Calls out a second command, for example, <i>take your book</i>, this time leaving out <i>Simon says</i>. If children do the action they are out. 5. The last child left in the game becomes the new caller. 6. Join the children in the chairs and perform the new caller’s commands in front of the classroom. The children will particularly like it if the teacher makes mistakes and get called out. The teacher can monitor the rest of the game.

		<p>- <i>please</i></p> <p>3. Expression of capability:</p> <p>- <i>sure</i></p> <p>• Pronunciation:</p> <p>take /teɪk/</p> <p>put /pʊt/</p> <p>open /'oʊ.pən/</p> <p>close /kloʊz/</p> <p>sit /sɪt/</p> <p>down /daʊn/</p> <p>stand /stænd/</p> <p>up /ʌp/</p> <p>silent /'saɪ.lənt/</p> <p>raise /reɪz/</p> <p>clean /kli:n/</p> <p>listen /'lɪs.ən/</p> <p>carefully /'ker.fəl.i/</p> <p>book /bʊk/</p> <p>hand /hænd/</p> <p>board /bɔ:rd/</p> <p>your /jɔr/</p> <p>please /pli:z/</p> <p>• Vocabulary:</p> <p>Take, put, open, close, sit down, stand up, silent, raise, clean, listen, carefully, book, hand, board, your, please.</p>				<p>command to the friends in his/her group based on the picture on the card.</p> <p>▪ The children who are given a command have to do it appropriately.</p>	
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Basic Competence	Indicators	Learning Materials	Media	Cycle	Meeting	Learning Activities	Movement Games
2.3 Bercakap – cakap untuk meminta/memb eri jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, memberi barang.	<ul style="list-style-type: none"> Students are able to pronounce the names of stationary. Students are able to use the expressions of asking for things. Students are able to use the expression of giving things. 	<ul style="list-style-type: none"> Topic Stationery Example of the expressions: A: Do you have a pen? B: Yes, I do. A: Can I have it? B: Sure, here it is. Language function: 1. Expressions of asking for things: - <i>Do you have....?</i> - <i>Can I have it?</i> 2. Expression of giving things: - <i>Sure, here it is.</i> Pronunciation: do /du/ have /hæv/ can /kən/ book /bʊk/ 	<ul style="list-style-type: none"> - Realia - Flashcards - Puppets 	2	5	<p>Presentation</p> <ul style="list-style-type: none"> The teacher asks a question and answer activity related to the topic of the lesson. The teacher shows some stationery and drills the children the names of the things The teacher shows puppets and uses them to give example about the expression to asking of things and giving things to the children. <p>Practice</p> <ul style="list-style-type: none"> The children practice the dialogue in pairs. <p>Production</p> <ul style="list-style-type: none"> The teacher explains the rules of the game and gives example how to do the game. The children play “Cat and mouse”. This game is intended as a way to introduce about asking for and giving a thing to the children. 	<p>❖ Cat and mouse</p> <ol style="list-style-type: none"> The children stand in circle. One child stands in the centre of the circle. This child is the mouse. The other children stand outside the circle. They are cats. The teacher says “find a book” The mouse must ask 1 until 3 children to get the book. He/she taps the shoulder of any child in the circle and asks “do you have a book?” The cat in the circle replies “yes, I do” if he/she has a picture of book, and replies “no, I don’t have” if he/she does not have a picture of book. When a cat says that he/she has the picture, the mouse will asks the cat by saying “can I have it?” The cat should reply by saying “sure, here it is” After the cat gives the picture to the mouse, the cat becomes the new mouse and goes inside the

		pen /pen/ ruler /ˈruːl/ eraser /ɪˈreɪs/ pencil /ˈpent.səl/ sharpener /ˈʃɑːr.pən/ correction /kɪˈrek.tən/ crayon /ˈkreɪ.n/ bag /bæg/ case /keɪs/					circle. The former mouse joins the circle.
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- **Vocabulary:**
a book, a pen, a ruler, an eraser, a pencil sharpener, a pencil, a correction pen, crayons, bag, pencil case.

APPENDIX B

LESSON PLANS

LESSON PLAN

School	: SD 1 Terong
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Skill	: Speaking
Meeting	: 1
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.
Basic Competency	: 2.1 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri.

Indicators:

1. Identifying the expression of introducing oneself to each others.
2. Identifying the vocabulary of introducing oneself to each others.
3. Students are able to use the expression of introducing oneself to each others.

A. Learning Objective

At the end of the lesson, students are able to express the expressions of introducing oneself in the daily life context.

B. Learning Materials

1. Topic

Introducing oneself

2. Example of the expressions:

1. Henry : Hello, my name is Henry. I live in Pencitrejo.
 Indah : Hello Henry, my name is Indah. I live in Kebokuning.
2. Selly : Hello, my name is Selly. I live in Terong I.
 Mira : Hello, my name is Mira. I live in Terong II.

3. Language function:

1. Expression to introducing oneself:

- *Hello, my name is.....*
- *I live in...*

4. Pronunciation:

- hello /h□'lo□/
- my /ma□/
- name /ne□m/
- live /l□v/

5. Vocabulary:

my, name, I, live

C. Method : PPP (Presentation, Practice and Production)

D. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher conducts a question and answer activity related to the topic of the lesson.
- 2) The teacher plays a recording that contains conversation of introduction oneself.
- 3) The teacher asks the children to pay attention and listen to the conversation.
- 4) The teacher shows puppets and uses them to give example about the expression of the introduction oneself to the children.

- 5) The teacher asks some children about their names and address by using the puppets.

b. Practice

- 1) The children practice the dialogue in pairs.

c. Production

- 1) The teacher explains the rules of the game and gives example how to do the game.

❖ Hello game

1. All the children stand up on papers in a circle. The teacher is in the middle.
 2. Go up to a child, shake hands, and say “*Hello, my name is... I live in....*”
 3. The teacher and the child now introduce their self to other children.
 4. When the teacher blows the whistle, the students must run and stand up on the paper. One student stands up on the one paper.
 5. The child who doesn’t stand up on the paper goes to the middle and starts the game again. The teacher stands up on a paper like the other children.
- 2) The children play “Hello game”. This game is intended as a way to introduce about greeting and introducing oneself to the children.

3. Closing Activities

- a. The teacher asks the students’ difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

E. Source: Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

F. Assessment

No	Name	Fluency	Accuracy			Score
			Pronunciation	Grammar	Vocabulary	

Bantul, August 30, 2013

Teacher

Researcher

Indriyati, S.E

Susi Sundari Kurniawan

LESSON PLAN

School	: SD 1 Terong
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Skill	: Speaking
Meeting	: 2
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.
Basic Competency	: 2.1 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri.

Indicators:

1. Identifying the expressions of introducing others.
2. Identifying the vocabulary of introducing others.
3. Students are able to use the expressions of introducing others.

A. Learning Objective

At the end of the lesson, students are able to express the expressions of introducing others in the daily life context.

B. Learning Materials

1. Topic

Introducing others

2. Example of the expressions:

Agnes: Hello Bony. This is Cindy.

Bony: Nice to meet you Cindy.

Cindy: Nice to meet you too Bony.

3. Language function:

1. Expressions to introducing others:

- *Hello, this is ...*

2. Expressions to respond of introducing others.

- *Nice to meet you.*

- *Nice to meet you too.*

4. Pronunciation:

- this /θɪs/

- nice /naɪs/

- meet /mi:t/

- you /ju:/

- too /tu:/

5. Vocabulary:

this, nice, meet, you, too.

C. Method : PPP (Presentation, Practice and Production)

D. Teaching and Learning Activities:

1. Opening Activities

a. The teacher greets the students.

b. The teacher asks the students' condition.

c. The teacher leads the prayer.

d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher conducts a question and answer activity related to the topic of the lesson.
- 2) The teacher uses puppets to give example about expressions of introducing their friend.

b. Practice

- 1) The children stand up in circle.
- 2) The teacher gives instruction for the children to make a group by saying "please make group on three/four/five"
- 3) The children make a group by following the instruction from the teacher.
- 4) The children practice the dialogue in groups.
- 5) After two minutes, the teacher asks the children to stand up in circle again.
- 6) These activities were done repeatedly until all the children are able to use the expressions of introducing their friends fluently.

c. Production

1. The teacher explains the rules of the game and gives example how to do the game.

❖ Zip-zap!

1. All the children stand up on papers in a circle. The teacher is in the middle. There are no empty papers.
2. Stand in the middle. Point to a child and say either *Zip!* Or *Zap!*

3. When the teacher says *Zip!* The child who is pointing to introduce her/his friend that sitting on her/his left, for example, “*Hello, this is Indah.*” And then, the teacher says “*Nice to meet you, Indah*” and Indah says “*Nice to meet you too*” to the teacher in the middle.
 4. When the teacher says *Zap!* The child who is pointing to introduce her/his friend that sitting on her/his right, for example, “*Hello, this is Toddy.*” And then, the teacher says “*Nice to meet you, Toddy*”, and Toddy says “*Nice to meet you too*” to the teacher in the middle.
 5. Once the children get used to the game, keep the pace fast. After a while, instead of pointing to a child, call *Zip-Zap!* Now all the children run to a different paper.
 6. The children quickly find out the names of their new neighbors. Check that the children ask each other in English. Allow only a short time for this. Then point again and say *Zip!* Or *Zap!*
 7. After three or four rounds, call *Zip-Zap!* And stand on a free paper too. This leaves one child without a paper. He or she takes over the teacher role by pointing and saying *Zip!* *Zap!* Or *Zip-Zap!*
2. The children play “Zip-zap!” This game is intended as a way to introduce about introducing others to the children.
3. Closing Activities
 - a. The teacher asks the students’ difficulties during the teaching and learning process.
 - b. The teacher reviews the lessons together with the students.
 - c. The teacher closes the teaching and learning process.

E. Source: Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

F. Assessment

No	Name	Fluency	Accuracy			Score
			Pronunciation	Grammar	Vocabulary	

Bantul, September 6, 2013

Teacher

Researcher

Indriyati, S.E

Susi Sundari Kurniawan

LESSON PLAN

School	: SD 1 Terong
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Skill	: Speaking
Meeting	: 3
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.
Basic Competency	: 2.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima.

Indicators:

1. Students are able to pronounce names of job.
2. Students are able to use the expressions of asking for the job.
3. Students are able to use the expression of giving information about the job.

A. Learning Objective

At the end of the lesson, students are able to express the expressions of asking and giving information about the job in the daily life context.

B. Learning Materials

1. Topic
Job

2. Example of the expressions:

Henry: What are you?

Indah: I am a headmaster.

Selly: What are you?

Mira: I am a home teacher.

3. Language function:

1. Expressions to asking for the job:

- *What are you?*

2. Expression to give information about the job.

- *I am a/an ...*

4. Pronunciation:

- what /wɒt/

- are /a:r/

- you /ju:/

- headmaster /'hed,mɑ:s.tɜ:/

- teacher /'ti:tʃə/

- home /hoʊm/

- English /'ɪŋɡlɪʃ/

- religion /rɪ'lɪdʒ.ɪn/

- physical /'fɪz.ɪkəl/

- exercise /'ek.sə.z/

- school sku:l/

- guard /ga:rd/

- student /'stu:dnt/

5. Vocabulary:

Headmaster, Home teacher, English teacher, Religion teacher, Physical exercise teacher, School guard, Students.

C. Method : PPP (Presentation, Practice and Production)

D. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher conducts a questions and answer activity related to the topic of the lesson.
- 2) The teacher introduces some kinds of job using pictures and gives example how to pronounce kinds of job.
- 3) The teacher asks the children to pronounce the kinds of job.
- 4) The teacher gives example of how to ask for and give information about job to their friend.

b. Practice

- 1) The teacher explains the rules of the game and gives example how to do the game.

❖ Vocabulary scramble

1. The teacher puts pictures of jobs on the chairs and gives instruction for the students to make two lines.
2. After the teacher blows the whistle, the children go to the pictures. They can choose the picture freely.

3. Each child stands next to a picture.
 4. The teacher shouts *Switch!* The children run to the teacher. When they arrive, the teacher asks “*What are you?*” and then the child answer “*I am a headmaster*” (according to the picture that he/she gets). The game continues until all the children get the picture and tell about the picture.
- 2) The children play “Vocabulary scramble”. This game is intended as a way to study about the job.

c. Production

- 1) The teacher divides the children into three groups and asks the children to make a line.
- 2) The teacher shows a picture of job to the children who stand on the back rows. After the teacher blows the whistle, the children do whisper game.
- 3) The children who stand on the second rows walk to the picture and choose a picture according to the result of the whisper game, and then run to the children on the first row. They do asking and answering activity about their jobs.

3. Closing Activities

- a. The teacher asks the students’ difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

E. Source: Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

F. Assessment

No	Name	Fluency	Accuracy			Score
			Pronunciation	Grammar	Vocabulary	

Bantul, September 13, 2013

Teacher

Researcher

Indriyati, S.E

Susi Sundari Kurniawan

MATERIALS



1) A headmaster



2) A home teacher



3) An English teacher



4) A religion teacher



5) A physical exercise teacher



6) A school guard



7) A student

LESSON PLAN

School	: SD 1 Terong
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Skill	: Speaking
Meeting	: 4
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.
Basic Competency	: 2.2 Bercakap – cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu dan memberi aba-aba.

Indicators:

1. Students are able to point towards things in the classroom that the teacher said.
2. Students are able to use the expressions of giving command.
3. Students are able to do the instructions given by the teacher and their friends.

A. Learning Objective

At the end of the lesson, students are able to express the expressions of giving command in the daily life context.

B. Learning Materials

1. Topic

Classroom commands

2. Example of the expression:

A: Put your book, please.

B: Sure.

3. Language function:

1. Expressions of giving command:

- *Take your book*
- *Put your book*
- *Open the book*
- *Close the book*
- *Sit down*
- *Stand up*
- *Silent*
- *Raise your hand*
- *Clean the board*
- *Listen carefully*

2. Expression of politeness:

- *please*

3. Expression of capability:

- *sure*

4. Pronunciation:

- take /teɪk/
- put /pʊt/
- open /'oʊ.pən/
- close /kloʊz/
- sit /sɪt/

- down /daʊn/
- stand /stænd/
- up /ʌp/
- silent /'saɪ.lənt/
- raise /reɪz/
- clean /kli:n/
- listen /'lɪs.ən/
- carefully /'ker.fəl.i/
- book /bʊk/
- hand /hænd/
- board /bɔ:rd/
- your /jɔr/
- please /pli:z/

5. Vocabulary:

Take, put, open, close, sit down, stand up, silent, raise, clean, listen, carefully, book, hand, board, your, please.

C. Method : PPP (Presentation, Practice and Production)

D. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

- a. Presentation

- 1) The teacher asks a question and answer activity related to the topic of the lesson.
- 2) The teacher shows some pictures and explains them to the children.
- 3) The teacher demonstrates the instructions.

b. Practice

- 1) The teacher explains the rules of the game and gives example how to do the game.

❖ Simon says

1. The teacher asks the children to do the expressions, when the teacher giving command.
 2. The teacher call out a command such as *Simon says: open your book!*
 3. The children must do what the teacher says.
 4. Calls out a second command, for example, *take your book*, this time leaving out *Simon says*. If children do the action, they are out.
 5. The last child left in the game becomes the new caller.
 6. Join the children in the chairs and perform the new caller's commands in front of the classroom. The children will particularly like it if the teacher makes mistakes and get called out. The teacher can monitor the rest of the game.
- 2) The children play "Simon says". This game is intended as a way to study about the expressions of giving command and do the expressions.

c. Production

- 1) The teacher divides the children into four groups.
- 2) Each group gets one set of cards.

- 3) One child shuffles the cards. Then, he/she takes one card. He/she gives a command to the friends in his/her group based on the picture on the card.
- 4) The children who are given a command have to do it appropriately.

3. Closing Activities

- a. The teacher asks the students' difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

E. Source: Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

F. Assessment

No	Name	Fluency	Accuracy			Score
			Pronunciation	Grammar	Vocabulary	

Bantul, September 20, 2013

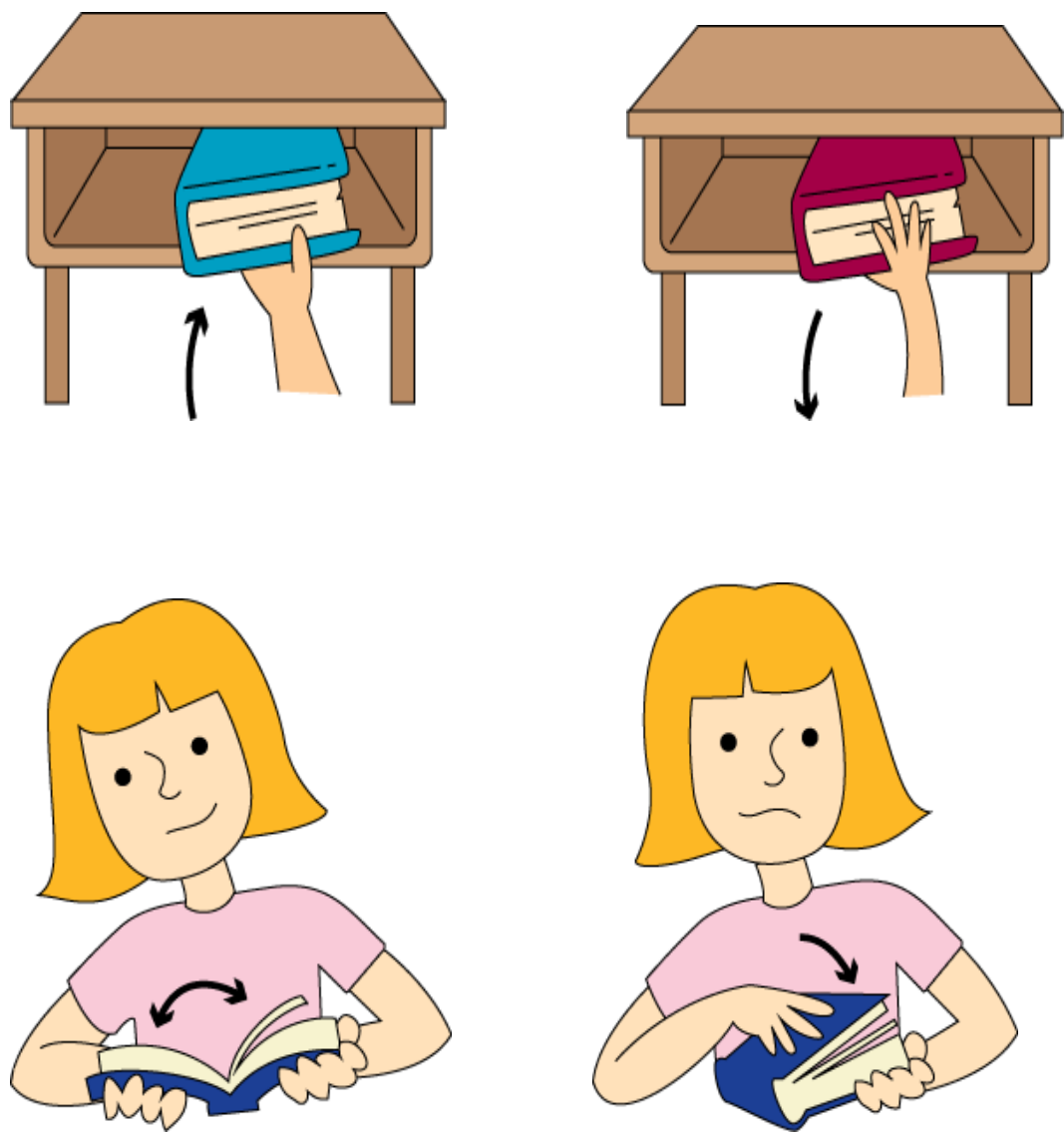
Teacher

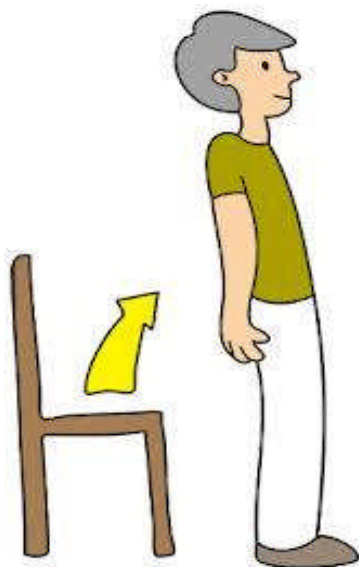
Researcher

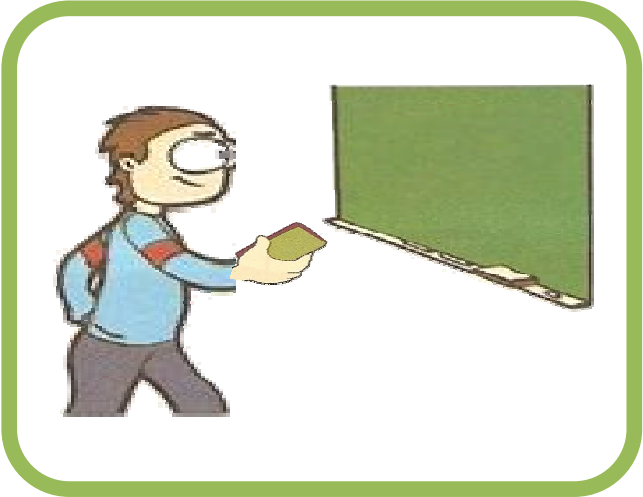
Indriyati, S.E

Susi Sundari Kurniawan

MATERIALS







LESSON PLAN

School	: SD 1 Terong
Subject	: Bahasa Inggris
Grade/Semester	: IV/1
Skill	: Speaking
Meeting	: 5
Time Allocation	: 2 X 35 minutes
Standard of Competence	: 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.
Basic Competency	: 2.3 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, memberi barang.

Indicators:

1. Students are able to pronounce the names of stationary.
2. Students are able to use the expressions of asking for things.
3. Students are able to use the expression of giving things.

A. Learning Objective

At the end of the lesson, students are able to express the expressions of asking for things and giving things in the daily life context.

B. Learning Materials

1. Topic

Stationery

2. Example of the expressions:

A: Do you have a pen?

B: Yes, I do.

A: Can I have it?

B: Sure, here it is.

3. Language function:

1. Expressions of asking for things:

- *Do you have....?*

- *Can I have it?*

2. Expression of giving things:

- *Sure, here it is.*

4. Pronunciation:

- do /du/

- have /hæv/

- can /kæn/

- book /bʊk/

- pen /pen/

- ruler /'ru:l/

- eraser /'reɪ.s/

- pencil /'pent.səl/

- sharpener /'ʃɑ:r.pən/

- correction /kə'rek.tən/

- crayon /'kreɪ.n/

- bag /bæg/

- case /keɪs/

5. Vocabulary:

a book, a pen, a ruler, an eraser, a pencil sharpener, a pencil, a correction pen, crayons, bag, pencil case.

C. Method : PPP (Presentation, Practice and Production)

D. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher asks a question and answer activity related to the topic of the lesson.
- 2) The teacher shows some stationery and drills the children the names of the things.
- 3) The teacher shows puppets and uses them to give example about the expression to asking of things and giving things to the children.

b. Practice

- 1) The children practice the dialogue in pairs.

c. Production

- 1) The teacher explains the rules of the game and gives example how to do the game.
 - ❖ Cat and mouse

1. The children stand in circle.
 2. One child stands in the centre of the circle. This child is the mouse. The other children stand outside the circle. They are cats.
 3. The teacher says “find a book” The mouse must ask 1 until 3 children to get the book. He/she taps the shoulder of any child in the circle and asks “do you have a book?”
 4. The cat in the circle replies “yes, I do” if he/she has a picture of book, and replies “no, I do not” if he/she does not have a picture of book.
 5. When a cat says that he/she has the picture, the mouse will asks the cat by saying “can I have it?” The cat should reply by saying “sure, here it is”
 6. After the cat gives the picture to the mouse, the cat becomes the new mouse and goes inside the circle. The former mouse joins the circle.
- 2) The children play “Cat and mouse”. This game is intended as a way to introduce about asking for and giving a thing to the children.

3. Closing Activities

- a. The teacher asks the students’ difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

E. Source: Lewis, G. & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.

F. Assessment

No	Name	Fluency	Accuracy			Score
			Pronunciation	Grammar	Vocabulary	

Bantul, September 27, 2013

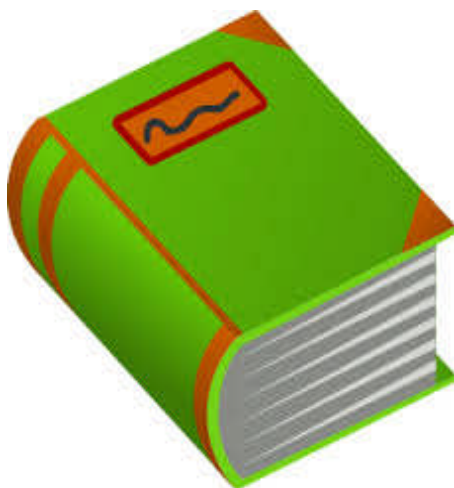
Teacher

Researcher

Indriyati, S.E

Susi Sundari Kurniawan

MATERIALS







APPENDIX C

FIELD NOTES

1. Field Notes 1
Rabu, 10 Juli 2013

R mengurus surat penelitian di kantor Gubernur yang beralamat di kompleks Kepatihan, Danurejan, Yogyakarta. Setelah R mendapatkan surat ijin penelitian, kemudian R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Gubernur Daerah Istimewa Yogyakarta, Bupati Bantul c/q BAPPEDA, Kantor Dinas Pendidikan Pemuda dan Olahraga DIY, dan Kasubbag Pendidikan FBS UNY. Untuk surat tembusan ke BAPPEDA disampaikan di hari Kamis, 11 Juli 2013.

2. Field Notes 2
Kamis, 11 Juli 2013

R menyampaikan surat tembusan dari kantor Gubernur ke BAPPEDA yang beralamat di jalan Robert Wolter Monginsidi No.1 Bantul. R mendapatkan surat ijin penelitian yang di keluarkan oleh BAPPEDA pada pukul 11.00 WIB. Kemudian R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Kantor Bupati Bantul, Kantor Kesatuan Bangsa dan Politik Kabupaten Bantul dan Kantor Dinas Pendidikan Dasar Kabupaten Bantul, Kantor UPT Kecamatan Dlingo, dan Kantor SD 1 Terong.

3. Field Notes 3
Senin, 22 Juli 2013

R datang ke SD 1 Terong pada pukul 08.00. R langsung di sambut oleh Kepala Sekolah SD 1 Terong, dan Kepala Sekolah mempersilahkan R masuk ke ruang tamu, kemudian R mengutarakan maksud dan tujuan datang ke SD 1 Terong untuk meminta izin melakukan observasi proses belajar mengajar Bahasa Inggris, karena observasi yang dilakukan pada bulan Maret, siswa kelas IV sudah naik ke kelas V. Kemudian Kepala Sekolah memanggil guru bahasa Inggris, dan menyampaikan maksud dari R kepada guru Bahasa Inggris. Setelah pihak sekolah mengizinkan R untuk melakukan observasi pada hari Jum'at tanggal 26 Juli 2013, kemudian R meminta izin kepada guru bahasa Inggris untuk melakukan wawancara kepada guru bahasa Inggris dan beberapa siswa kelas IV. Setelah wawancara selesai, R berterimakasih kepada pihak sekolah dan berpamitan untuk pulang.

4. Field Notes 4
Jum'at, 26 Juli 2013

Hari ini hari Jum'at. Jam pelajaran berbunyi pukul 7 menandakan proses belajar mengajar di SD 1 Terong akan segera di mulai. Guru bahasa

Inggris dan peneliti mempersiapkan diri untuk masuk ke kelas IV. Ketika guru sampai ke kelas, masih banyak siswa yang tidak segera duduk di kursi masing-masing, bahkan justru membuat gaduh. Kemudian setelah guru meminta siswa untuk duduk, baru semua siswa menempati tempat duduknya. Kemudian guru menyapa siswa, meminta ketua kelas untuk memimpin berdo'a, dan menanyakan kabar siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memperkenalkan peneliti dan menyampaikan maksud kedatangan peneliti di kelas IV tersebut.

Kemudian, guru memulai pelajaran dengan meminta siswa mengerjakan latihan-latihan soal dari modul yang di tuliskan guru di papan tulis. Soal tersebut adalah percakapan rumpang yang harus di lengkapi siswa dengan memilih pilihan jawaban yang sudah tersedia. Guru meminta siswa untuk mengerjakan soal tersebut berdiskusi dengan teman satu mejanya, dan diberikan waktu selama 20 menit. Ketika guru sedang menuliskan soal, banyak siswa yang justru tidak segera mengerjakan, tetapi sibuk ngobrol dengan teman sebangkunya. Kemudian, guru berkeliling kelas untuk mengawasi kegiatan siswa. Terlihat banyak siswa yang membuat gaduh di kelas, ada yang menaruh kepala di meja, ada yang terlihat mengantuk, dan ada yang ngobrol bersama temannya. Guru harus berkali-kali menasehati siswa untuk diam, dan baru siswa mau untuk diam dan mengerjakan soal dengan diskusi bersama teman satu mejanya.

Setelah 20 menit, kemudian guru mulai membahas soal bersama dengan siswa. Kemudian guru meminta siswa secara berpasangan dengan teman se mejanya untuk maju ke depan kelas dan bercakap-cakap dengan menggunakan soal percakapan yang sudah dibahas tersebut. Terlihat masih banyak siswa yang salah dalam pengucapannya, dan guru tidak segera memberikan koreksi, terdengar bel berbunyi, dan pelajaran harus segera berakhir, guru meminta siswa yang belum mendapatkan giliran untuk melanjutkan hari Jum'at yang akan datang. Kemudian guru dan peneliti segera meninggalkan ruang kelas menuju ke ruang guru.

5. Field Notes 5

Senin, 26 Agustus 2013

R datang ke SD 1 Terong pada pukul 08.00. R di sambut oleh salah satu guru di SD 1 Terong. Kemudian guru tersebut mempersilahkan R untuk masuk ke ruang tamu dan mengisi buku tamu. Tidak beberapa lama, Kepala Sekolah memasuki ruang tamu, kemudian R menyampaikan maksud untuk mengadakan penelitian pembelajaran bahasa Inggris di kelas IV dan R memberikan surat ijin penelitian dari BAPEDDA kepada Kepala Sekolah. Kepala Sekolah lalu meminta guru bahasa Inggris untuk membantu terlaksananya penelitian. R mengucapkan terimakasih dan mohon izin untuk menemui guru kelas IV dan guru bahasa Inggris di ruang guru.

Kemudian R meminta izin kepada guru kelas IV dan guru bahasa Inggris untuk melakukan penelitian. Setelah mendapatkan izin, R berbincang-bincang dengan guru bahasa Inggris (yang selanjutnya akan disebut *collaborator*). R menjelaskan tentang jenis penelitian, latar belakang penelitian, prosedur penelitian, dan metode yang akan digunakan untuk mengajar *speaking* di kelas IV. R juga bertanya pada C mengenai jadwal pelajaran bahasa Inggris kelas IV dan materi apa saja yang sudah dan belum diajarkan. Akhirnya R dan C sepakat untuk memulai penelitian di semester ganjil, yaitu pada tanggal 30 Agustus 2013 dan melaksanakannya seminggu satu kali, yaitu pada hari Jum'at, pukul 7.00 – 8.10 WIB. R kemudian mengucapkan terimakasih dan mohon pamit.

6. Field Notes 6 **Selasa, 27 Agustus 2013**

R menemui C di ruang guru. R kemudian menyampaikan maksud kedatangannya yaitu untuk mengadakan *tryout pretest*, C memintakan izin ke guru kelas IV untuk memakai jam terakhir di hari Kamis, tanggal 29 Agustus 2013 digunakan untuk melakukan *tryout*. Setelah mendapatkan izin, R mengucapkan terimakasih dan kemudian R menyampaikan RPP untuk pertemuan pertama kepada C dan selanjutnya membahas RPP. Setelah RPP selesai dibahas, R berterimakasih dan pamit untuk pulang.

7. Field Notes 7 **Kamis, 29 Agustus 2013**

R datang ke sekolah pukul 06.30 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. R menunggu C di depan ruang guru karena C belum datang. C datang dan meminta R menunggu sebentar. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV, dimana penelitian akan dilaksanakan. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa. Setelah itu R mengajarkan materi tentang memperkenalkan diri sendiri ke orang lain. Lalu R menyuruh para siswa untuk melakukan percakapan di depan kelas, setelah mereka semua tampil R memberikan *pre-test* kepada siswa. R memberikan nilai kepada para siswa setelah mereka selesai memperkenalkan diri mereka di depan kelas. Kemudian setelah pelajaran berakhir, maka R dan C segera meninggalkan kelas.

8. Field Notes 8 **Jum'at, 30 Agustus 2013**

R datang ke sekolah pukul 06.30 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. R menunggu C di depan ruang guru karena C belum datang. C datang dan meminta R menunggu sebentar.

Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV, dimana penelitian akan dilaksanakan. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa, ada satu siswa bernama Rosid yang tidak masuk sekolah karena sakit R membagikan *co card* kepada semua siswa dan meminta siswa untuk memasang di baju seragam mereka. R menyampaikan peraturan di kelas, apabila siswa memperhatikan dengan sungguh-sungguh selama pelajaran berlangsung, tidak membuat gaduh maka akan mendapatkan gambar tersenyum, sebaliknya apabila siswa tidak memperhatikan dengan sungguh-sungguh selama pelajaran, mengganggu teman-temannya maka akan mendapatkan gambar sedih. Setelah semua siswa paham maka R kemudian memutar rekaman tentang percakapan dua orang yang memperkenalkan diri dan meminta siswa mendengarkan rekaman tersebut dengan sungguh-sungguh. Kemudian R memainkan *puppets* untuk memberikan contoh bagaimana ungkapan untuk memperkenalkan diri dalam bahasa Inggris. Terlihat siswa dengan sungguh-sungguh memperhatikan R selama memainkan *puppets*. Kemudian, R bertanya kepada beberapa siswa tentang nama mereka dan dimana mereka tinggal dengan menggunakan *puppets*. R meminta siswa secara bersama-sama mengucapkan ungkapan untuk memperkenalkan diri sendiri ke orang lain.

Kemudian, R meminta siswa untuk bercakap-cakap dengan menggunakan ungkapan untuk memperkenalkan diri bersama teman satu bangku. Selama siswa bercakap-cakap, R berjalan keliling di masing-masing siswa-siswa tersebut. Terlihat siswa sudah lancar dalam menggunakan ungkapan untuk memperkenalkan diri, hanya ada tiga siswa yang masih sedikit salah dalam pengucapan. Setelah R memberikan koreksi terhadap siswa tersebut, maka siswa tersebut lancar dalam pengucapannya.

Setelah semua selesai bercakap-cakap, kemudian R mengajak siswa keluar kelas menuju halaman sekolah untuk melakukan permainan yang disebut *Hello game* dan R meminta siswa untuk membuat lingkaran. Setelah lingkaran rapi, R membagikan kertas berbentuk persegi dan meminta siswa untuk menginjak kertas tersebut. Satu siswa berdiri di satu kertas. Setelah semua sudah rapi dan sudah siap, R berdiri di tengah lingkaran dan menjelaskan aturan permainan. Apabila R membunyikan peluit maka siswa harus pindah tempat ke kertas yang lainnya, dan R juga harus mengikuti siswa untuk mendapatkan salah satu kertas untuk berdiri, dan siswa yang tidak mendapatkan kertas untuk berdiri, maka siswa tersebut berdiri di tengah lingkaran. Siswa yang berdiri di tengah lingkaran tersebut harus mengenalkan diri menggunakan ungkapan memperkenalkan diri dalam bahasa Inggris kepada siswa yang berada di lingkaran. Setelah semua siswa paham akan aturan permainan, maka R memberikan contoh terlebih dahulu. Kemudian, segera memulai permainan. Terlihat siswa bersemangat dan senang dengan permainan tersebut. Siswa yang berada di

tengah lingkaran juga terlihat lancar dalam memperkenalkan diri dengan menggunakan ungkapan memperkenalkan diri dalam bahasa Inggris. Permainan tersebut berlangsung hingga masing-masing siswa lancar dalam menggunakan ungkapan untuk memperkenalkan diri dalam bahasa Inggris.

Setelah permainan selesai, R meminta siswa untuk kembali ke ruangan kelas. Terlihat dengan rapi siswa masuk ke dalam kelas dan menempati tempat duduknya masing-masing. R kemudian menanyakan kesulitan yang dihadapi siswa dan bersama-sama menyimpulkan tentang apa saja yang sudah dipelajari selama kegiatan belajar mengajar berlangsung. Kemudian R bersiap-siap untuk membagikan gambar senyum atau gambar sedih kepada siswa. Terlihat suasana kelas hening selama R membagikan gambar tersebut, dan semua siswa mendapatkan gambar senyum, kemudian R meminta siswa untuk menempelkan gambar tersebut di kertas yang sudah disediakan oleh R, terlihat raut wajah yang gembira dari semua siswa dan ada siswa yang berkata “bu, besok main game lagi ya. Seru e”. Bel berbunyi, R menutup pelajaran dan tidak lupa mengucapkan salam.

9. Field Notes 9

Jum'at, 6 September 2013

R datang ke sekolah pukul 06.30 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. Sesampainya di sekolah, R langsung menuju ruang guru dan sudah di sambut oleh C. C menanyakan persiapan mengajar kepada R. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa, ada satu siswa bernama Kevin yang tidak masuk sekolah karena sakit. R membagikan *co card* kepada semua siswa dan meminta siswa untuk memasang di baju seragam. Setelah semua sudah selesai memasang *co card*, maka R melakukan tanya jawab kepada siswa tentang bagaimana caranya untuk memperkenalkan seseorang ke orang lain dalam bahasa Inggris, hanya ada dua siswa yang bisa menjawab. Kemudian, R menggunakan *puppets* untuk memperagakan dialog tentang memperkenalkan seseorang ke orang lain, terlihat siswa dengan sungguh-sungguh memperhatikan R, dan ada yang tertawa disaat R berpura-pura bersuara laki-laki. Setelah itu R mengajak siswa untuk bersama-sama mengucapkan ungkapan untuk memperkenalkan diri ke orang lain.

Kemudian, R mengajak siswa untuk menuju ke halaman sekolah, dan meminta siswa untuk membuat lingkaran. Setelah itu, R berdiri di tengah lingkaran dan menjelaskan kepada siswa untuk mengikuti setiap aba-aba dari R, apabila R berkata “*please, make group on three*” maka siswa langsung berlari ke teman-temannya dan membentuk group yang berjumlah tiga orang. Apabila R berkata “*please, make group on four*”

maka siswa langsung berlari ke teman-temannya dan membentuk group yang berjumlah empat orang. Apabila sudah terbentuk group, maka siswa di minta untuk bercakap-cakap menggunakan ungkapan untuk memperkenalkan seseorang ke orang lain. Dan apabila R memberi aba-aba "*please, make a circle*" maka siswa kembali lagi membentuk lingkaran. Setelah semua paham, maka permainan di mulai, ketika R mulai memberi aba-aba "*please, make group on three*", maka siswa berlari dengan semangat untuk membentuk group yang berjumlah tiga orang. Karena ada satu siswa yang tidak masuk, maka masing-masing group bisa berjumlah tiga orang. Kemudian, siswa memulai bercakap-cakap, dan R berjalan berkeliling di setiap group untuk memastikan bahwa siswa benar-benar bercakap-cakap menggunakan ungkapan memperkenalkan seseorang ke orang lain. Dan R memberikan koreksi apabila ada yang salah dalam pengucapannya. Setelah itu, kemudian R memberikan aba-aba "*please, make a circle*" dan siswa kembali membentuk lingkaran, dan R memberikan aba-aba "*please, make group on four*" kemudian siswa berlari kembali mencari temannya untuk membentuk group yang berjumlah empat orang. Karena jumlahnya tidak bisa sama untuk masing-masing group berjumlah empat orang, maka ada beberapa group yang berjumlah tiga orang. Setelah itu, siswa kembali bercakap-cakap dengan teman di group yang baru. Dan R kembali berkeliling ke masing-masing group. Setelah semua siswa selesai bercakap-cakap, kemudian R memberi aba-aba "*please, make a circle*", kemudian siswa kembali membentuk lingkaran, dan R mengajak siswa untuk bermain "*Zip-zap!*". R membagikan kertas berbentuk persegi kepada siswa dan meminta siswa untuk menginjak kertas tersebut. Satu siswa berdiri di satu kertas. Kemudian R berdiri di tengah lingkaran dan menjelaskan aturan permainan, apabila R berkata "*Zip*" sambil menunjuk satu siswa maka siswa yang ditunjuk tersebut memperkenalkan temannya yang berdiri di kirinya kepada R. "*Hello, this is ...*" kemudian R menjawab "*Nice to meet you, ...*" dan teman yang berada di kiri siswa yang ditunjuk tadi menjawab "*Nice to meet you too*". Dan sebaliknya apabila R berkata "*Zap*" sambil menunjuk satu siswa maka siswa yang ditunjuk tersebut memperkenalkan temannya yang berdiri di kananya kepada R. "*Hello, this is ...*" kemudian R menjawab "*Nice to meet you, ...*" dan teman yang berada di kanan siswa yang ditunjuk tadi menjawab "*Nice to meet you too*". Apabila R berkata "*Zip-Zap*" maka siswa harus pindah tempat ke kertas yang lainnya, dan R memulai lagi memberi aba-aba "*Zip*" atau "*Zap*", dan kembali bercakap-cakap. Setelah itu R berkata "*Zip-zap*" maka berpindah tempat lagi dan R mengikuti siswa untuk berdiri di atas kertas. Dan siswa yang tidak dapat kertas, maka berdiri di tengah, dan bertugas member aba-aba seperti yang di lakukan R. Setelah semua siswa paham akan aturan permainan, maka permainan segera di mulai, terlihat siswa-siswa sangat bersemangat, dan ketika bercakap-cakap juga lancar, hanya ada tiga orang yang masih belum lancar, setelah diulang berkali-kali kemudian semua

siswa lancar dalam menggunakan ungkapan untuk memperkenalkan seseorang ke orang lain.

Setelah permainan selesai, R meminta siswa untuk kembali ke ruangan kelas. Terlihat dengan rapi siswa masuk ke dalam kelas dan menempati tempat duduknya masing-masing. R kemudian menanyakan kesulitan yang dihadapi siswa dan bersama-sama menyimpulkan tentang apa saja yang sudah dipelajari selama kegiatan belajar mengajar berlangsung. Kemudian R bersiap-siap untuk membagikan gambar senyum atau gambar sedih kepada siswa. Terlihat suasana kelas hening selama R membagikan gambar tersebut, dan semua siswa mendapatkan gambar senyum, kemudian R meminta siswa untuk menempelkan gambar tersebut di kertas yang sudah disediakan oleh R, terlihat raut wajah yang gembira dari semua siswa dan ada siswa yang berkata kepada temannya “kok pelajarannya berasa cepet ya, engga kayak biasanya, lama”. Bel berbunyi, R menutup pelajaran dan tidak lupa mengucapkan salam.

10. Field Notes 10

Jum'at, 13 September 2013

R datang ke sekolah pukul 06.40 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. Sesampainya di sekolah, R langsung menuju ruang guru dan sudah di sambut oleh C. C menanyakan persiapan mengajar kepada R. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa. R membagikan *co card* kepada semua siswa dan meminta siswa untuk memasang di baju seragam masing-masing. Setelah semua sudah selesai memasang *co card*, kemudian R melakukan tanya jawab kepada siswa tentang macam-macam pekerjaan yang ada di sekitar lingkungan sekolah, kemudian R meminta siswa menyebutkan dengan bahasa Inggris, semua siswa di kelas hanya bisa menyebutkan dua macam pekerjaan, “teacher” dan English teacher”. Kemudian R memperkenalkan macam-macam pekerjaan yang ada di lingkungan sekolah dengan menggunakan gambar. Terlihat siswa tersenyum melihat gambar, karena gambar tersebut adalah foto dari masing-masing guru sesuai dengan pekerjaannya. Setelah itu, R memberikan contoh bagaimana mengucapkan macam-macam pekerjaan tersebut menggunakan bahasa Inggris, dan mengajak siswa untuk mengucapkan bersama-sama. Setelah semua siswa lancar dalam mengucapkan macam-macam pekerjaan menggunakan bahasa Inggris, kemudian R memberi contoh bagaimana ungkapan untuk menanyakan tentang pekerjaan dan bagaimana untuk menjawabnya, dan mengajak siswa bersama-sama mengucapkan ungkapan tersebut sampai semua siswa lancar dalam pengucapannya.

R mengajak siswa untuk menuju ke halaman sekolah untuk melakukan permainan “*Vocabulary scramble*”, setelah semua berkumpul

di depan, kemudian R membagi siswa menjadi dua kelompok, kemudian siswa membentuk dua baris. R menyiapkan gambar foto guru sesuai dengan pekerjaannya di kursi depan, dan R menjelaskan aturan permainan. Apabila R meniup peluit maka siswa yang berada di barisan depan berlari menuju ke kursi dan memilih gambar dengan bebas dan segera menaruh gambarnya dengan cara di kalungkan di leher. Ketika R berkata “*switch*” maka siswa tersebut segera berlari ke arah R, dan kemudian R bertanya kepada siswa “*what are you?*” dan siswa harus menjawab “*I am a ...*” sesuai dengan gambar yang siswa dapatkan. Setelah semua siswa paham akan aturan permainan, maka permainan “*Vocabulary scramble*” segera di mulai, dan selama permainan berlangsung terlihat siswa dengan semangat dan gembira memainkan permainan tersebut, dan ketika R menanyakan pekerjaannya, semua siswa bisa menjawab dengan menggunakan ungkapan yang sudah dijelaskan oleh guru dengan lancar dan benar. Permainan berlangsung sampai semua siswa mendapatkan giliran.

Setelah permainan selesai, maka R membagi siswa menjadi tiga kelompok. Dan meminta siswa untuk membentuk tiga baris baris. Siswa yang bagian paling depan berdiri berhadapan dengan siswa yang lainnya. R menaruh kursi untuk meletakkan gambar di antara siswa yang berhadapan tersebut. Setelah semua siap, maka R menunjukan salah satu gambar ke siswa yang berada di bagian belakang, setelah R meniup peluit, maka siswa berlari ke teman-temannya dan membisikkan nama pekerjaan yang telah ditunjukkan oleh R, dan siswa yang bagian depan setelah mendapatkan bisikan kemudian lari ke arah kursi untuk mengambil satu gambar yang sesuai dengan apa yang sudah dibisikkan oleh temannya dan menaruh gambar dengan cara di kalungkan di leher. Setelah itu, kembali berlari ke arah siswa yang berdiri berhadapan tersebut, dan siswa yang berdiri berhadapan tersebut segera bertanya dengan menggunakan ungkapan “*what are you?*” dan siswa yang membawa gambar tadi menjawab “*I am ...*” sesuai dengan gambar yang dibawa siswa. Kegiatan tersebut berlangsung sampai semua siswa mendapatkan giliran.

Setelah semua siswa mendapatkan giliran, R meminta siswa untuk kembali ke ruangan kelas. Terlihat dengan rapi siswa masuk ke dalam kelas dan menempati tempat duduknya masing-masing. R kemudian menanyakan kesulitan yang dihadapi siswa dan bersama-sama menyimpulkan tentang apa saja yang sudah dipelajari selama kegiatan belajar mengajar berlangsung. Kemudian R bersiap-siap untuk membagikan gambar senyum atau gambar sedih kepada siswa. Terlihat suasana kelas hening selama R membagikan gambar tersebut, dan semua siswa mendapatkan gambar senyum, kemudian R meminta siswa untuk menempelkan gambar tersebut di kertas yang sudah disediakan oleh R. Bel berbunyi, R menutup pelajaran dan tidak lupa mengucapkan salam.

11. Field Notes 11

Jum'at, 20 September 2013

R datang ke sekolah pukul 06.30 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. R menunggu C di depan ruang guru karena C belum datang. Setelah C datang, C menanyakan kepada R tentang persiapan untuk mengajar. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV, dimana penelitian akan dilaksanakan. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa. R membagikan *co card* kepada semua siswa dan meminta siswa untuk memasang di baju seragam mereka. Setelah semua sudah selesai memasang *co card*, kemudian R melakukan tanya jawab kepada siswa tentang apa saja aba-aba yang sering dilakukan oleh guru bahasa Inggris ketika proses belajar mengajar berlangsung, semua siswa di kelas hanya bisa menyebutkan satu aba-aba "*open the book*". Kemudian R memperkenalkan macam-macam aba-aba yang sering digunakan di dalam kelas dengan menggunakan gambar. Terlihat siswa dengan sungguh-sungguh memperhatikan penjelasan dari R. Setelah itu, R memperagakan aba-aba sesuai dengan gambar. R kemudian mengajak siswa untuk bersama-sama mengucapkan aba-aba sesuai dengan gambar yang ada. R juga menjelaskan bagaimana ungkapan untuk menjawab atau merespon aba-aba. Setelah semua siswa paham, R mengajak siswa untuk melakukan permainan "*Simon says*"

Sebelum memulai permainan, R terlebih dahulu menjelaskan aturan permainan dengan memberikan contoh satu aba-aba, apabila R berkata "*Simon says: open your book*" maka siswa dengan segera menjawab "*sure*" dan melakukan aba-aba untuk membuka buku. Dan apabila R berkata "*Open your book, simon says*" maka siswa tidak melakukan aba-aba, apabila ada yang melakukan aba-aba maka siswa tersebut maju ke depan kelas dan menjadi seperti R yang bertugas memberikan aba-aba, dan R duduk di kursi seperti siswa. Setelah semua siswa paham, maka permainan segera di mulai. Ada beberapa siswa yang sering salah, dan maju ke depan kelas bertugas menggantikan R, setelah permainan di lakukan berulang kali terlihat siswa sudah bisa dengan lancar memberikan aba-aba dan merespon atau melakukan aba-aba.

Setelah permainan selesai, kemudian R membagi siswa menjadi empat kelompok, dan duduk sesuai kelompoknya masing-masing. Kemudian R membagi satu set kartu yang terdiri dari gambar-gambar untuk memberikan aba-aba ke setiap kelompok. Kemudian, urut dari siswa bagian belakang dari setiap kelompok mengambil satu gambar, dan siswa tersebut maju ke depan kelas memberikan aba-aba ke teman sekelompoknya sesuai gambar yang di pilih. Siswa yang masih duduk di kelompoknya kemudian dengan segera menjawab "*sure*" dan melakukan aba-aba sesuai dengan aba-aba yang diberikan oleh siswa yang berdiri di

depan mereka. Kegiatan terus berlangsung sampai semua siswa dalam kelompok tersebut mendapatkan giliran. Selama kegiatan berlangsung, R berkeliling untuk mengawasi semua siswa. Setelah kegiatan selesai, R bertanya ke masing-masing kelompok siapa saja yang masih belum lancar dalam memberikan aba-aba, dan hanya ada dua orang yang masih belum lancar. Kemudian R meminta dua orang tersebut untuk memberikan aba-aba sesuai gambar yang dipilihkan oleh R secara bergantian, dan siswa yang lainnya melakukan aba-aba. Setelah berulang kali, dua siswa tersebut bisa dengan lancar dalam memberikan aba-aba kepada siswa yang lainnya.

Kemudian, R meminta siswa untuk kembali duduk di kursi masing-masing. Terlihat dengan rapi siswa segera menempati tempat duduknya masing-masing. R kemudian menanyakan kesulitan yang dihadapi siswa dan bersama-sama menyimpulkan tentang apa saja yang sudah dipelajari selama kegiatan belajar mengajar berlangsung. Kemudian R bersiap-siap untuk membagikan gambar senyum atau gambar sedih kepada siswa. Terlihat suasana kelas hening selama R membagikan gambar tersebut, dan semua siswa mendapatkan gambar senyum, kemudian R meminta siswa untuk menempelkan gambar tersebut di kertas yang sudah disediakan oleh R. Bel berbunyi, R menutup pelajaran dan tidak lupa mengucapkan salam.

12. Field Notes 12

27 September 2013

R datang ke sekolah pukul 06.25 WIB untuk melakukan persiapan mengajar pada jam pelajaran pertama. Sesampainya di sekolah, R langsung menuju ruang guru dan sudah di sambut oleh C. C menanyakan persiapan mengajar kepada R. Setelah bel jam pertama berbunyi, C dan R segera menuju ruang kelas IV. Sesampainya di ruang kelas, terlihat siswa sudah rapi menempati tempat duduknya masing-masing. R mengucapkan salam, membuka pelajaran, memimpin siswa untuk berdo'a, dan memeriksa kehadiran siswa, ada tiga siswa bernama Rosid, Makruf, dan Desi yang tidak berangkat sekolah karena sakit. Kemudian, R membagikan *co card* kepada semua siswa dan meminta siswa untuk memasang di baju seragam masing-masing. Setelah semua sudah selesai memasang *co card*, kemudian R melakukan tanya jawab kepada siswa tentang macam-macam peralatan sekolah, dan R meminta siswa menyebutkan dengan bahasa Inggris, dan semua siswa hanya bisa menyebutkan "*book, pen, pencil*". Kemudian R memperkenalkan macam-macam peralatan sekolah kepada siswa dengan menggunakan benda nyata. Terlihat siswa dengan sungguh-sungguh memperhatikan penjelasan dari R. Kemudian R mengajak siswa untuk bersama-sama mengucapkan macam-macam peralatan sekolah dengan menggunakan bahasa Inggris. Setelah itu, R memakai *puppets* untuk memperagakan dialog tentang bagaimana menggunakan ungkapan untuk meminjam barang dan meminjamkan barang. Siswa dengan sungguh-sungguh memperhatikan R dan sebentar-sebentar tertawa ketika R menirukan suara laki-laki. Kemudian R mengajak siswa untuk bersama-

sama mengucapkan ungkapan untuk meminjam dan meminjamkan barang dalam bahasa Inggris.

Setelah semua siswa lancar dalam pengucapannya, kemudian R meminta siswa untuk bercakap-cakap bersama teman satu meja menggunakan ungkapan untuk meminjam dan meminjamkan barang. R berjalan ke setiap siswa dan mengoreksi apabila masih ada kesalahan dalam pengucapan. Kegiatan tersebut berakhir sampai semua siswa bisa dengan lancar menggunakan ungkapan untuk meminjam dan meminjamkan barang.

Kemudian R mengajak siswa menuju ke halaman sekolah untuk melakukan permainan "*Cat and mouse*" dan meminta siswa untuk berdiri membuat satu lingkaran. Kemudian R menjelaskan tentang aturan permainan, satu siswa berdiri di tengah lingkaran, dan siswa tersebut adalah "*mouse*" dan siswa yang berada di lingkaran adalah "*cats*". R membagikan kartu tentang peralatan sekolah ke masing-masing siswa yang berada di lingkaran "*cats*", setelah itu, siswa yang berada di tengah "*mouse*" harus mencari kartu yang sesuai dengan apa yang disebutkan oleh R dengan menuju ke masing-masing "*cat*" sambil menepuk bahu dan bertanya "*do you have a ...?*" dan apabila "*cat*" tersebut kartunya tidak sesuai dengan apa yang ditanyakan oleh "*mouse*" maka "*cat*" menjawab "*No, I do not*", apabila "*cat*" tersebut kartunya sesuai dengan apa yang ditanyakan oleh "*mouse*" maka menjawab "*yes, I do*" dan mouse menjawab "*can I have it?*" maka "*cat*" menjawab "*sure, here it is*", siswa dengan semangat melakukan permainan tersebut, dan dengan lancar menggunakan ungkapan untuk meminjam dan meminjamkan barang. R mengawasi jalannya permainan tersebut di luar lingkaran, permainan berakhir setelah semua siswa mendapatkan giliran berada di tengah atau menjadi "*mouse*".

Setelah permainan selesai, R meminta siswa untuk kembali ke ruangan kelas. Terlihat dengan rapi siswa masuk ke dalam kelas dan menempati tempat duduknya masing-masing. R kemudian menanyakan kesulitan yang dihadapi siswa dan bersama-sama menyimpulkan tentang apa saja yang sudah dipelajari selama kegiatan belajar mengajar berlangsung. Kemudian R bersiap-siap untuk membagikan gambar senyum atau gambar sedih kepada siswa. Terlihat suasana kelas hening selama R membagikan gambar tersebut, dan semua siswa mendapatkan gambar senyum, kemudian R meminta siswa untuk menempelkan gambar tersebut di kertas yang sudah disediakan oleh R, terlihat raut wajah yang gembira dari semua siswa. Bel berbunyi, R menutup pelajaran dan tidak lupa mengucapkan salam.

APPENDIX D
INTERVIEW
TRANSCRIPTS

Interview 1

Senin, 22 Juli 2013

T: Teacher

R: Researcher

R: Assalamualaikum. Selamat pagi, bu

T: Waalaikumsalam. Pagi mbak.

R: Ibu, saya minta waktu sebentar untuk interview bisa bu?

T: Iya mbak, bisa. Silahkan.

R: Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?

T: Saya mengajar sesuai dengan empat skills, listening, speaking, reading, writing, dan saya menggunakan modul untuk memberikan teori kepada siswa, kemudian saya juga meminta siswa untuk mengerjakan latihan yang ada pada LKS mbak, karena sebenarnya saya ini dulunya bukan lulusan dari mahasiswa Pendidikan Bahasa Inggris, saya Sarjana Ekonomi, dan saya mengikuti kursus bahasa Inggris, maka saya sangat kurang bisa mbak memakai media atau materi yang bisa membuat siswa itu mudah belajar bahasa Inggris.

R: Oh, begitu ya bu, dan dapatkah ibu jelaskan tentang kemampuan bahasa Inggris siswa kelas IV dan masalah yang sering ibu hadapi di kelas IV?

T: Kemampuan bahasa Inggris kelas IV itu relative sama mbak, hanya saja kelas IV itu terkenal dengan ramainya, karena lebih banyak cowoknya, sehingga harus benar-benar sabar ketika mengajar di kelas IV, saya selalu sabar saja masih ada yang membuat gaduh di dalam kelas. Dan di kelas IV itu kendala dalam belajar bahasa Inggris yaitu kepercayaan dirinya rendah, motivasi yang rendah, dan vocabulary siswa sangat kurang, sehingga siswa lebih banyak diam ketika pelajaran berlangsung.

R: Menurut ibu dari keempat skills itu mana yang paling sulit berdasarkan pada kemampuan siswa?

T: Yang sulit untuk anak terutama di speaking mbak, karena mereka tidak mempunyai motivasi, dan takut berbicara, dan juga tidak percaya diri, lebih banyak diam itu tadi mbak.

R: Apa yang ibu lakukan untuk mengatasi masalah tersebut?

T: Sejauh ini saya belum bisa mengatasi masalah tersebut mbak, jadi hanya beberapa siswa saja yang sudah bisa percaya diri ketika berbicara menggunakan bahasa Inggris.

R: Jenis materi dan aktivitas apa saja yang ibu gunakan di kelas?

T: Materinya ya dari modul yang saya punya mbak, dari LKS. Kalau aktivitasnya, semisal mengajarkan speaking, saya meminta siswa untuk membuat percakapan, dan meminta siswa untuk bercakap-cakap dengan teman satu mejanya.

R: Ibu membiarkan mereka berbicara saja atau ibu juga memberikan koreksi?

T: Ya kalau ada kesalahan kami koreksi bersama mbak.

R: Apa reaksi ibu terhadap usaha-usaha ibu tersebut?

T: Ya itu tadi mbak, masih susah mengajarkan speaking, baru beberapa saja yang percaya diri, dan mempunyai motivasi.

- R: Apakah ibu tahu tentang media-media yang sering di gunakan dalam pembelajaran bahasa Inggris?
- T: Ya saya tahu mbak, seperti menggunakan *games*, *songs*, *pictures*, dll, itu ya mbak?
- R: Iya bu, apakah ibu pernah mencoba menggunakan media tersebut dalam proses belajar mengajar di kelas?
- T: Kalau di kelas III dulu saya pernah menggunakan *songs* mbak. Kalau media yang lainnya saya belum pernah.
- R: Bagaimana dengan menggunakan *movement games* untuk kelas speaking bu?
- T: *Movement games* mbak?
- R: Iya bu, jadi nanti di setiap pembelajaran menggunakan media *movement games*, disini permainannya menekankan agar siswa tidak hanya melakukan proses belajar mengajar di kelas, tetapi juga di halaman sekolah, sehingga siswa dapat dengan mudah termotivasi untuk bisa berbicara dalam bahasa Inggris.
- T: Oh, iya mbak. Sepertinya medianya menarik itu mbak. Dan dapat dicoba dalam proses belajar mengajar siswa.
- R: Iya bu, sekian wawancara dari saya, terimakasih atas waktu dan infromasinya. Semoga informasi ini akan menjadi sumber yang bermanfaat bagi kita, khususnya bagi saya. Wassalamualaikum.

Interview 2

Senin, 22 Juli 2013

R: Researcher

S: Student

- R: Hay, dek! Mbak mau nanya ni sama adek, langsung kita mulai aja ya?
- S: Iya, mbak.
- R: Namanya siapa?
- S: Choirunnisa Fatiha Firdaus, panggilannya Tika.
- R: Oke, pertanyaan pertama buat dek Tika. Suka pelajaran bahasa Inggris gak dek?
- S: Emmm.. suka gak ya mbak, suka ding suka.
- R: Kenapa kok suka dek?
- S: Soalnya...apa ya? ya karena suka aja mbak. hehehe.
- R: hehehe, iya deh dek. Terus kamu punya buku pelajaran bahasa Inggris gak? Atau yang dipake siswa apa?
- S: LKS
- R: Kalau buku paket yang tadi itu cuma gurunya yang punya ya?
- S: Iya mbak, bu guru yang punya.
- R: Kamu di rumah juga gak punya buku-buku bahasa Inggris gitu dek?
- S: Enggak punya mbak, dulu punya buku cerita bahasa Inggris gitu, tapi hilang mbak.
- R: Terus, kamu suka membaca gak dek?
- S: Enggak terlalu suka mbak.
- R: Kenapa kok gak terlalu suka membaca?

- S: Soalnya kalau membaca aku sering bosennya mbak.
 R: Ohh, sering bosen toh dek. Kalau belajar bahasa Inggris kan ada listening/mendengarkan, speaking/berbicara, reading/membaca, dan writing/menulis, yang paling adek suka yang mana?
 S: Yang mana ya mbak ya, mendengarkan mbak.
 R: Berarti suka listening ya dek ya. Kenapa suka listening dek?
 S: Iya mbak, yang lainnya susah e mbak.
 R: Oh iya dek, kalau bu guru bahasa Inggris mengajar, kamu paham enggak dek?
 S: Ya kadang paham, kadang enggak mbak. hehehe.
 R: Bu guru kalau mengajar biasanya memakai media atau alat bantu mengajar gitu enggak dek?
 S: maksudnya mbak?
 R: Ya seperti memakai gambar, games, songs atau lagu, kayak gitu dek?
 S: Dulu pernah memakai lagu mbak, tapi sudah dulu banget.
 R: Sekarang sudah tidak pernah memakai media dek?
 S: Iya mbak, sekarang ya seringnya di kasih soal-soal latihan gitu mbak.
 R: Oh, yaudah, terimakasih ya dek atas waktunya dan mau di wawancarai sama mbak.
 S: Iya mbak, sama-sama.

Interview 3 **Senin, 22 Juli 2013**

R: Researcher

S: Student

- R: Permissi dek, mbak mau nanya ni sama adek.
 S: Iya mbak, mau nanya apa mbak?
 R: Sebelumnya mbak mau tau nama adek, namanya siapa dek?
 S: Krisna mbak.
 R: Ok dek Krisna. Suka pelajaran bahasa Inggris enggak dek?
 S: Enggak suka mbak, susah e mbak.
 R: Lho kok susah dek? Susahnya dimana?
 S: Ya itu mbak, tulisan sama bacanya aja sudah beda mbak, enggak seperti bahasa Indonesia, tulisan sama bacanya sama.
 R: Hanya karena itu saja dek yang bikin adek gak suka sama pelajaran bahasa Inggris?
 S: Iya mbak, ya mungkin karena pelajarannya kayak gitu mulu mbak.
 R: Kayak gitu mulu gimana dek, maksudnya?
 S: Ya sama bu guru seringnya di suruh ngerjain soal-soal terus mbak, nanti suruh baca.
 R: Oh iya dek, karena itu ya. Lha memangnya dari dulu tidak pernah ya bu guru mengajar sambil kalian diajak bermain atau bernyanyi gitu?
 S: Emmm, kayaknya enggak mbak. Eh, tapi dulu pernah mbak, dulu waktu kelas berapa gitu, lupa aku mbak.
 R: Ohh, sudah lama banget ya dek? Sampe lupa gitu. hehehe
 S: Iya mbak, hehehe.

R: Lha di rumah juga gak pernah ya dek belajar sendiri gitu?
 S: Jarang sih mbak, kalau mau ulangan gitu aja mbak sering belajarnya, hehehe.
 R: Oalahh adek, pelajaran bahasa Inggrisnya memang pakai buku apa dek kalau di sekolah?
 S: Enggak ada bukunya mbak.
 R: Ohh, gak ada bukunya toh dek? LKS gitu juga gak ada dek?
 S: Nah itu mbak, pakainya LKS.
 R: Yayaya, Ok dek, makasih ya dek sudah mau di wawancarai sama mbak.
 S: Iya mbak, sama-sama.

Interview 4

Senin, 22 Juli 2013

R: Researcher

S: Student

R: Halo adek, namanya siapa ni?
 S: Halo mbak, namaku Linda Safira mbak.
 R: Nama panggilannya siapa dek?
 S: Linda mbak.
 R: Oh, dek Linda. Mbak mau nanya ni sama adek, langsung saja ya dek ya?
 S: Iya mbak.
 R: Dek Linda suka enggak sama pelajaran bahasa Inggris?
 S: Emmm, lumayan mbak.
 R: Kok lumayan dek? hehehe.
 S: Iya mbak, kadang suka, kadang enggak.
 R: Lha kenapa dek?
 S: Ya kadang males aja mbak mau belajar bahasa Inggris, susah mbak.
 R: Susahnya dimana dek?
 S: Bingung sama bacanya mbak, beda sama tulisannya.
 R: Oh karena itu dek, karena tulisan sama pengucapannya beda ya?
 S: Iya mbak, bikin gak semangat gitu. Tapi kadang ya suka mbak.
 R: Lha sukanya karena apa dek?
 S: Ya kadang kan pelajarannya ada yang mudah, jadi kalau mudah, jadi suka mbak, hehe.
 R: Oalahh, karena mudah toh dek. Lha emangnya bu guru kalau mengajar adek paham atau tidak?
 S: Ya kadang paham, kadang enggak mbak.
 R: Sering pakai media gitu gak dek, semisal pakai gambar, lagu, permainan gitu?
 S: Emmm, dulu sih pernah mbak, sekarang enggak mbak.
 R: Berarti cuma pakai buku gitu ya dek?
 S: Pakainya LKS mbak.
 R: Oh, pakai LKS toh dek?
 S: Iya mbak.
 R: Yaudah dek, makasih ya dek atas waktunya, mau di tanya-tanya sama mbak.
 S: Iya mbak, sama-sama.

Interview 5

30 Agustus 2013

T: Teacher

R: Researcher

R: Assalamualaikum bu.

T: Waalaikumsalam mbak.

R: Ibu, saya minta waktu sebentar untuk interview bisa bu?

T: Iya mbak, silahkan.

R: Apa pendapat ibu tentang actions yang telah di terapkan?

T: Menurut saya sudah berjalan dengan lancar mbak.

R: Apakah materi-materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?

T: Iya, sudah mbak, sudah berdasarkan SK dan KD untuk SD.

R: Menurut ibu, apakah penggunaan *hello game* di pertemuan pertama ini dapat menarik dan memotivasi siswa?

T: Sangat menarik siswa mbak, saya lihat siswa yang biasanya membuat gaduh di kelas, bisa diam dan dengan sungguh-sungguh mengikuti proses belajar mengajar. Dan semua siswa dapat termotivasi untuk berani berbicara.

R: Apakah dengan penggunaan *hello game* tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?

T: Iya mbak. Siswa bisa dengan mudah menghafal vocabulary, dan siswa juga dengan lancar dalam memperkenalkan diri menggunakan ungkapan dalam bahasa Inggris.

R: Apa saran ibu untuk action yang selanjutnya?

T: Saya rasa sudah cukup mbak, sudah bagus.

R: Terimakasih bu atas waktu dan informasinya. Wassalamualaikum.

Interview 6

30 Agustus 2013

R: Researcher

S: Student

R: Assalamualaikum dek Dewi.

S: Waalaikumsalam.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Menyenangkan sekali.

R: Apakah kamu menikmati pelajarannya?

S: Menikmati. Asik banget.

R: Menurut kamu apakah penggunaan *hello game* tadi menarik dan memotivasi kamu?

S: Iya, menarik, membuat pelajaran terasa cepat.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, dapat memahami.

R: Menurut kamu, apakah penggunaan *hello game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Iya, lebih efektif.

R: Apa saran untuk pertemuan yang akan datang?

S: Ya pelajarannya kayak gini terus, pakai permainan, biar asik.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 7

30 Agustus 2013

R: Researcher

S: Student

R: Assalamualaikum dek Kevin.

S: Waalaikumsalam mbak.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Asik mbak.

R: Apakah kamu menikmati pelajarannya?

S: Menikmati banget.

R: Menurut kamu apakah penggunaan *hello game* tadi menarik dan memotivasi kamu?

S: Iya, menarik, pelajarannya jadi asik, enggak bikin bosan.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, dapat.

R: Menurut kamu, apakah penggunaan *hello game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Iya.

R: Apa saran untuk pertemuan yang akan datang?

S: Emma pa ya mbak, ya pelajarannya seperti tadi saja, biar asik.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 8

6 September 2013

T: Teacher

R: Researcher

R: Assalamualaikum bu.

T: Waalaikumsalam mbak.

R: Ibu, saya minta waktu sebentar untuk interview bisa bu?

T: Iya mbak, silahkan.

R: Apa pendapat ibu tentang actions yang telah di terapkan untuk pertemuan kedua ini?

T: Bagus mbak, proses belajar mengajar jadi lebih menarik.

R: Apakah materi-materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?

- T: Iya, sudah mbak, sudah berdasarkan SK dan KD untuk SD.
- R: Menurut ibu, apakah penggunaan *zip-zap game* di pertemuan kedua ini dapat menarik dan memotivasi siswa?
- T: Sangat memotivasi siswa mbak, seperti pada pertemuan pertama minggu lalu, siswa bisa diam, memperhatikan dengan sungguh-sungguh ketika pelajaran berlangsung.
- R: Apakah dengan penggunaan *zip-zap game* tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?
- T: Iya mbak. Siswa bisa memperkenalkan temannya dengan menggunakan bahasa Inggris tanpa malu-malu lagi.
- R: Apa saran ibu untuk pertemuan selanjutnya?
- T: Menurut saya sudah bagus mbak.
- R: Terimakasih bu atas waktu dan informasinya. Wassalamualaikum.

Interview 9

6 September 2013

R: Researcher

S: Student

- R: Assalamualaikum dek.
- S: Waalaikumsalam.
- R: Dek Febri kan ini?
- S: Iya.
- R: Saya minta waktunya untuk interview ya?
- S: Iya.
- R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?
- S: Asik banget, suka kalau pelajaran pakai games.
- R: Apakah kamu menikmati pelajarannya?
- S: Menikmati.
- R: Menurut kamu apakah penggunaan *zip-zap game* tadi menarik dan memotivasi kamu?
- S: Iya, menarik, membuat pelajaran terasa cepat.
- R: Dapatkah kamu memahami penjelasan guru?
- S: Iya, dapat memahami.
- R: Menurut kamu, apakah penggunaan *zip-zap game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?
- S: Iya, lebih efektif, jadi enggak bosan di kelas, kan di luar ruangan juga.
- R: Apa saran untuk pertemuan yang akan datang?
- S: Emm, yang akan datang pakai games yang lebih seru lagi.
- R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 10**6 September 2013****R: Researcher****S: Student**

R: Assalamualaikum dek Bintang.

S: Waalaikumsalam.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Pelajaran tadi sangat asik.

R: Apakah kamu menikmati pelajarannya?

S: Menikmati dong.

R: Menurut kamu apakah penggunaan *zip-zap game* tadi menarik dan memotivasi kamu?

S: Iya, menarik, bisa ngenalin temen dengan bahasa Inggris dengan mudah.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, dapat memahami.

R: Menurut kamu, apakah penggunaan *zip-zap game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Efektif banget, jadi enggak malu mau ngomong pakai bahasa Inggris, hehehe.

R: Apa saran untuk pertemuan yang akan datang?

S: Sarannya apa ya, emmm, gak ada, kayak gini terus saja, hehehe.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 11**13 September 2013****T: Teacher****R: Researcher**

R: Assalamualaikum bu.

T: Waalaikumsalam mbak.

R: Ibu, saya minta waktu sebentar untuk interview bisa bu?

T: Iya mbak, silahkan.

R: Apa pendapat ibu tentang actions yang telah di terapkan untuk pertemuan ketiga ini?

T: Pemakaian *vocabulary scramble* dipertemuan ini sangat mempermudah siswa untuk belajar tentang pekerjaan yang ada di lingkungan sekolah, bagus mbak.

R: Apakah materi-materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?

T: Iya, sudah mbak.

R: Menurut ibu, apakah penggunaan *vocabulary scramble* di pertemuan ketiga ini dapat menarik dan memotivasi siswa?

T: Sangat memotivasi siswa mbak, seperti saya lihat tadi, siswa dengan semangat waktu mengikuti permainan tersebut, terlihat wajah siswa yang gembira.

R: Apakah dengan penggunaan *vocabulary scramble* tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?

T: Iya mbak. Karena permainannya asik dan menarik, maka siswa tanpa disadari tadi bisa dengan mudah dan lancar tanya jawab tentang pekerjaan dalam bahasa Inggris.

R: Apa saran ibu untuk pertemuan selanjutnya?

T: Menurut saya sudah cukup mbak, sudah bagus, ditingkatkan lagi saja.

R: Terimakasih bu atas waktu dan informasinya. Wassalamualaikum.

Interview 12

13 September 2013

R: Researcher

S: Student

R: Assalamualaikum dek.

S: Waalaikumsalam.

R: Benar dengan dek Dian ya?

S: Iya, benar mbak.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Pelajarannya asik mbak, bisa sambil lari-lari, hehehe, enggak cuma duduk di kelas.

R: Apakah kamu menikmati pelajarannya?

S: Iya, menikmati mbak, asik kok.

R: Menurut kamu apakah penggunaan *vocabulary scramble* tadi menarik dan memotivasi kamu?

S: Iya, menarik, jadi gampang hafalin macam-macam pekerjaan mbak.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, dapat memahami.

R: Menurut kamu, apakah penggunaan *vocabulary scramble* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Efektif mbak, jadi mudah berbicara atau tanya jawab tentang pekerjaan seperti tadi.

R: Apa saran untuk pertemuan yang akan datang?

S: Tetap pakai games ya mbak.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 13

13 September 2013

R: Researcher

S: Student

R: Assalamualaikum dek.

S: Waalaikumsalam.

R: Benar dengan dek Afi ya?

- S: Iya, benar mbak.
 R: Saya minta waktunya untuk interview ya?
 S: Iya.
 R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?
 S: Pelajarannya asik, kan di halaman sekolah, jadi engga bosan.
 R: Apakah kamu menikmati pelajarannya?
 S: Iya bu, menikmati, pelajaran bahasa Inggris jadi terasa cepat.
 R: Menurut kamu apakah penggunaan *vocabulary scramble* tadi menarik dan memotivasi kamu?
 S: Iya, menarik, bikin bersemangat belajar bahasa Inggris.
 R: Dapatkah kamu memahami penjelasan guru?
 S: Iya bu.
 R: Menurut kamu, apakah penggunaan *vocabulary scramble* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?
 S: Iya, efektif bu, saya jadi tidak malu lagi kalau berbicara pakai bahasa Inggris, sudah tidak takut salah lagi.
 R: Apa saran untuk pertemuan yang akan datang?
 S: Apa ya? seperti tadi lagi bu, hehehe.
 R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum

Interview 14

20 September 2013

T: Teacher

R: Researcher

- R: Assalamualaikum bu.
 T: Waalaikumsalam mbak.
 R: Ibu, saya minta waktu sebentar untuk interview bisa bu?
 T: Iya mbak, silahkan.
 R: Apa pendapat ibu tentang actions yang telah di terapkan untuk pertemuan keempat ini?
 T: Pertemuan keempat ini gamesnya *Simon says* ya mbak, bagus mbak, siswa bisa dengan cepat belajar tentang bagaimana member aba-aba dan merespons aba-aba tersebut.
 R: Apakah materi-materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?
 T: Iya, sudah mbak, sudah sesuai dengan SK dan KD.
 R: Menurut ibu, apakah penggunaan *Simon says* di pertemuan keempat ini dapat menarik dan memotivasi siswa?
 T: Sangat memotivasi siswa mbak, tadi ada siswa yang duduk di belakang yang saya lihat gaduh di kelas, tapi mbak langsung bisa mengkondisikan siswa tersebut, dan langsung termotivasi untuk belajar setelah ada permainan *Simon says* itu.
 R: Apakah dengan penggunaan *Simon says* tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?

T: Iya mbak. Sangat efektif, tadi saya lihat siswa yang salah dalam merespons dan langsung maju ke depan kelas dan mereka bertugas sebagai yang memberikan aba-aba itu sudah sangat lancar.

R: Apa saran ibu untuk pertemuan selanjutnya?

T: Menurut saya sudah bagus mbak, ditingkatkan lagi saja.

R: Terimakasih bu atas waktu dan informasinya. Wassalamualaikum.

Interview 15

20 September 2013

R: Researcher

S: Student

R: Assalamualaikum dek Tegar.

S: Waalaikumsalam.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Emm, tadi belajarnya menarik, apalagi pas permainan, asik bu.

R: Apakah kamu menikmati pelajarannya?

S: Iya, menikmati bu.

R: Menurut kamu apakah penggunaan *Simon says* tadi menarik dan memotivasi kamu?

S: Iya, menarik, saya jadi bisa memberi aba-aba dalam bahasa Inggris.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya.

R: Menurut kamu, apakah penggunaan *Simon says* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Iya, efektif bu, tadi saya jadi tidak malu memberi aba-aba pakai bahasa Inggris, hehehe.

R: Apa saran untuk pertemuan yang akan datang?

S: Sarannya apa ya? bingung bu, hehehe

R: Lha kok bingung dek? pakai permainan lagi ya?

S: Iya, iya bu, pakai permainan lagi.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 16

20 September 2013

R: Researcher

S: Student

R: Assalamualaikum.

S: Waalaikumsalam.

R: Ini dek Linda ya?

S: Iya.

R: Saya minta waktunya untuk interview ya?

S: Iya.

- R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?
 S: Tadi pelajarannya seru banget dan lucu juga, hehehe
 R: Apakah kamu menikmati pelajarannya?
 S: Iya, menikmati bu.
 R: Menurut kamu apakah penggunaan *Simon says* tadi menarik dan memotivasi kamu?
 S: Iya, menarik dan seru banget.
 R: Dapatkah kamu memahami penjelasan guru?
 S: Iya.
 R: Menurut kamu, apakah penggunaan *Simon says* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?
 S: Iya, efektif. Saya jadi tidak takut lagi bicara pakai bahasa Inggris, hehehe.
 R: Apa saran untuk pertemuan yang akan datang?
 S: Besok pakai games lagi ya bu.
 R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 17

27 September 2013

T: Teacher

R: Researcher

- R: Assalamualaikum bu.
 T: Waalaikumsalam mbak.
 R: Ibu, saya minta waktu sebentar untuk interview bisa bu?
 T: Iya mbak, silahkan.
 R: Apa pendapat ibu tentang actions yang telah di terapkan untuk pertemuan yang terakhir ini?
 T: Oh iya, ini pertemuan yang terakhir ya mbak ya, proses belajar mengajar tadi bagus sekali mbak, siswa bisa dengan mudah memahami materi pembelajaran dengan adanya permainan seperti tadi, apa mbak nama permainannya tadi?
 R: *Cat and mouse game* bu.
 T: Nah iya, *cat and mouse game*, dengan adanya permainan itu terlihat siswa dengan mudah dalam belajar bahasa Inggris sesuai dengan materi yang tadi.
 R: Apakah materi-materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?
 T: Iya, sudah mbak, sudah sesuai dengan SK dan KD.
 R: Menurut ibu, apakah penggunaan *cat and mouse game* di pertemuan yang terakhir ini dapat menarik dan memotivasi siswa?
 T: Sangat memotivasi siswa mbak, saya lihat tadi tidak ada satu pun siswa yang tidak bersemangat, semuanya terlihat bersemangat untuk mengikuti proses belajar mengajar, apalagi waktu permainan di mulai.
 R: Apakah dengan penggunaan *cat and mouse game* tersebut efektif untuk meningkatkan kemampuan speaking siswa bu?
 T: Iya mbak. Sangat efektif, siswa bisa dengan mudah menghafal peralatan sekolah mereka dan siswa bisa sangat lancar dalam melakukan tanya jawab tentang meminjamkan barang.

R: Terimakasih bu atas waktu dan informasinya. Wassalamualaikum.

Interview 18

27 September 2013

R: Researcher

S: Student

R: Assalamualaikum dek Riri.

S: Waalaikumsalam.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Asik bu, menyenangkan sekali.

R: Apakah kamu menikmati pelajarannya?

S: Iya, menikmati bu, pelajarannya di halaman sekolah, jadi menyenangkan.

R: Menurut kamu apakah penggunaan *cat and mouse game* tadi menarik dan memotivasi kamu?

S: Iya, menarik, gamenya seru bu, saya tadi jadi bersemangat deh, hehehe.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, paham banget.

R: Menurut kamu, apakah penggunaan *cat and mouse game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Iya, efektif bu, saya jadi bisa tanya jawab sama teman-teman tentang pinjam meminjam barang pakai bahasa Inggris.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

Interview 19

27 September 2013

R: Researcher

S: Student

R: Assalamualaikum.

S: Waalaikumsalam.

R: Dengan dek Munawir ya?

S: Iya bu.

R: Saya minta waktunya untuk interview ya?

S: Iya.

R: Bagaimana pendapatmu tentang proses belajar mengajar tadi?

S: Pelajaran tadi menyenangkan, tidak membosankan.

R: Apakah kamu menikmati pelajarannya?

S: Iya, menikmati.

R: Menurut kamu apakah penggunaan *cat and mouse game* tadi menarik dan memotivasi kamu?

S: Iya, menarik, tadi pelajarannya jadi mudah.

R: Dapatkah kamu memahami penjelasan guru?

S: Iya, memahami bu.

R: Menurut kamu, apakah penggunaan *cat and mouse game* tersebut efektif untuk meningkatkan speaking/berbicara dalam bahasa Inggris?

S: Iya, efektif bu, tadi waktu permainan, pelajarannya jadi mudah, saya bisa tanya jawab sama teman-teman dengan lancar bu.

R: Ok dek, terimakasih untuk waktunya. Wassalamualaikum.

APPENDIX E
INTERVIEW
GUIDELINE

INTERVIEW GUIDELINES

No.	Theme	Interviewee	Purpose	Semi-Questions
1.	Sharpening the field problems	The English teacher	<ol style="list-style-type: none"> 1. To find any information about the class problems 2. To find any information about the teacher's strategies to overcome the class' problems 3. To find any information about the changes in the class 	<ol style="list-style-type: none"> 1. Apakah yang anda rasakan saat mengajar kelas IV? 2. Permasalahan apa yang anda temukan di kelas IV? 3. Bagaimana anda mengatasinya? 4. Permasalahan apa yang belum di selesaikan? 5. Masalah apa yang menurut anda membutuhkan solusi lain? 6. Apakah harapan anda tentang kelas IV?
2.	The planning	The English teacher	<ol style="list-style-type: none"> 1. To identify the aspect of students' learning to be changed 2. To get the comments about the preparation of the implementation 	<ol style="list-style-type: none"> 1. Problematika apa yang paling mendesak untuk diubah di kelas ini? 2. Apa yang harus kita lakukan untuk mengubahnya? 3. Apa yang kita perlukan untuk mengimplementasikannya? 4. Apa yang perlu kita antisipasi dalam mengimplementasi tersebut? 5. Apa harapan anda di siklus ini?
3.	The reflection of the implementations	The English teacher as a collaborator	<ol style="list-style-type: none"> 1. To get the opinions of the interviewee about the implementation 2. To evaluate the implementation of the action research 3. To discuss about the plan of the next cycles (if they are needed) 	<ol style="list-style-type: none"> 1. Apa pendapat anda tentang pembelajaran hari ini? 2. Strategi apa yang perlu kita teruskan di aksi berikutnya? 3. Strategi apa yang perlu kita perbaiki lagi? 4. Apakah harapan anda disiklus berikutnya?

		The students		<ol style="list-style-type: none">1. Apakah kamu senang dengan pelajaran hari ini?2. Apa yang tidak kamu suka dengan pelajaran hari ini?3. Apa yang kamu suka dengan pelajaran hari ini?4. Apa yang kamu lakukan di kelompokmu?5. Mengapa kamu (misal, tidak mengerjakan tugas dengan kelompokmu?)
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APPENDIX F
OBSERVATION
CHECKLIST FORMS

Meeting: 1

No	Items	Yes	No
	A. Opening Activities		
1.	The researcher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The researcher asks the students' condition	√	
4.	The students tell their condition to the researcher	√	
5.	The researcher leads a pray	√	
6.	The researcher check students' attendance	√	
7.	The students tell who is absent	√	
8.	The researcher gives apperception of the materials	√	
	B. Main Activities		
9.	The students are ready to learn the materials	√	
10.	The researcher explains the materials	√	
11.	The researcher uses media helping to deliver the materials	√	
12.	The students respond to the researcher's explanation		√
13.	The students study it with their peers	√	
14.	The researcher gives chances to the students for asking questions	√	
15.	The researcher asks the students to work in group consisting 2 students	√	
16.	The researcher gives enough time to arrange their seat/ to move in groups	√	
17.	The researcher asks the students to do "Hello games"	√	
18.	The researcher explains the rules and instructions of the activities	√	
19.	The students understand the rules and instructions		√
20.	The students do the activities	√	
21.	The researcher facilitates the students	√	
22.	The students cooperate well in those activities		√
23.	The students speak English fluently and accurately during those activities		√
	C. Closing Activities		
24.	The researcher asks the students' difficulties during the teaching and learning process	√	
25.	The researcher reviews the next materials	√	
26.	The teacher closes the lesson	√	

Meeting: 2

No	Items	Yes	No
	A. Opening Activities		
1.	The researcher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The researcher asks the students' condition	√	
4.	The students tell their condition to the researcher	√	
5.	The researcher leads a pray	√	
6.	The researcher check students' attendance	√	
7.	The students tell who is absent	√	
8.	The researcher gives apperception of the materials	√	
	B. Main Activities		
9.	The students are ready to learn the materials	√	
10.	The researcher explains the materials	√	
11.	The researcher uses media helping to deliver the materials	√	
12.	The students respond to the researcher's explanation		√
13.	The students study it with their peers	√	
14.	The researcher gives chances to the students for asking questions	√	
15.	The researcher asks the students to go to the school yard and make a circle.	√	
16.	The researcher asks the students to work in group consisting three, four, five students	√	
17.	The researcher asks the students to do "Zip-zap!"	√	
18.	The researcher explains the rules and instructions of the activities	√	
19.	The students understand the rules and instructions		√
20.	The students do the activities	√	
21.	The researcher facilitates the students	√	
22.	The students cooperate well in those activities		√
23.	The students speak English fluently and accurately during those activities		√
	C. Closing Activities		
24.	The researcher asks the students' difficulties during the teaching and learning process	√	
25.	The researcher reviews the next materials	√	
26.	The teacher closes the lesson	√	

Meeting: 3

No	Items	Yes	No
	A. Opening Activities		
1.	The researcher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The researcher asks the students' condition	√	
4.	The students tell their condition to the researcher	√	
5.	The researcher leads a pray	√	
6.	The researcher check students' attendance	√	
7.	The students tell who is absent	√	
8.	The researcher gives apperception of the materials	√	
	B. Main Activities		
9.	The students are ready to learn the materials	√	
10.	The researcher explains the materials	√	
11.	The researcher uses media helping to deliver the materials	√	
12.	The students respond to the researcher's explanation	√	
13.	The students study it with their peers	√	
14.	The researcher gives chances to the students for asking questions	√	
15.	The researcher asks the students to do "Vocabulary scramble"	√	
16.	The researcher explains the rules and instructions of the activities	√	
17.	The students understand the rules and instructions		√
18.	The students do the activities	√	
19.	The researcher facilitates the students	√	
20.	The students cooperate well in those activities		√
21.	The students speak English fluently and accurately during those activities		√
	C. Closing Activities		
22.	The researcher asks the students' difficulties during the teaching and learning process	√	
23.	The researcher reviews the next materials	√	
24.	The teacher closes the lesson	√	

Meeting: 4

No	Items	Yes	No
	A. Opening Activities		
1.	The researcher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The researcher asks the students' condition	√	
4.	The students tell their condition to the researcher	√	
5.	The researcher leads a pray	√	
6.	The researcher check students' attendance	√	
7.	The students tell who is absent	√	
8.	The researcher gives apperception of the materials	√	
	B. Main Activities		
9.	The students are ready to learn the materials	√	
10.	The researcher explains the materials	√	
11.	The researcher uses media helping to deliver the materials	√	
12.	The students respond to the researcher's explanation	√	
13.	The students study it with their peers	√	
14.	The researcher gives chances to the students for asking questions	√	
15.	The researcher asks the students to do "Simon says"	√	
16.	The researcher explains the rules and instructions of the activities	√	
17.	The students understand the rules and instructions	√	
18.	The students do the activities	√	
19.	The researcher facilitates the students	√	
20.	The students cooperate well in those activities	√	
21.	The students speak English fluently and accurately during those activities	√	
	C. Closing Activities		
22.	The researcher asks the students' difficulties during the teaching and learning process	√	
23.	The researcher reviews the next materials	√	
24.	The teacher closes the lesson	√	

Meeting: 5

No	Items	Yes	No
	A. Opening Activities		
1.	The researcher opens the class by greeting	√	
2.	The students respond to the greeting	√	
3.	The researcher asks the students' condition	√	
4.	The students tell their condition to the researcher	√	
5.	The researcher leads a pray	√	
6.	The researcher check students' attendance	√	
7.	The students tell who is absent	√	
8.	The researcher gives apperception of the materials	√	
	B. Main Activities		
9.	The students are ready to learn the materials	√	
10.	The researcher explains the materials	√	
11.	The researcher uses media helping to deliver the materials	√	
12.	The students respond to the researcher's explanation	√	
13.	The students study it with their peers	√	
14.	The researcher gives chances to the students for asking questions	√	
15.	The researcher asks the students to do "Cat and mouse"	√	
16.	The researcher explains the rules and instructions of the activities	√	
17.	The students understand the rules and instructions	√	
18.	The students do the activities	√	
19.	The researcher facilitates the students	√	
20.	The students cooperate well in those activities	√	
21.	The students speak English fluently and accurately during those activities		
	C. Closing Activities		
22.	The researcher asks the students' difficulties during the teaching and learning process	√	
23.	The researcher reviews the next materials	√	
24.	The teacher closes the lesson	√	

APPENDIX G

STUDENTS' SCORES

STUDENTS' PRE-TEST SCORES

No	Name	Fluency			Grammatical accuracy			Pronunciation accuracy			Vocabulary			Marks
		ET	R	A	ET	R	A	ET	R	A	ET	R	A	
1	Krisna Riyantono	17	17	17	15	15	15	14	14	14	14	14	14	60
2	Gilang Restu Maulid	17	16	16.5	15	14	14.5	14	14	14	14	15	14.5	59.5
3	Mukhamad Fauzan	17	16	16.5	14	13	13.5	13	13	13	13	13	13	56
4	Rayhan Fanda Syahputra	17	17	17	15	15	15	13	14	13.5	14	15	14.5	60
5	Reza Kurnia Saputra	16	16	16	14	13	13.5	13	13	13	13	13	13	55.5
6	Adhadi Wijanarko	15	15	15	14	14	14	12	12	12	13	13	13	54
7	Dyimas Fathur Rahman	17	16	16.5	15	14	14.5	14	14	14	14	15	14.5	59.5
8	Rahmat Safri Nur Kholiq	17	16	16.5	15	15	15	14	14	14	14	14	14	59.5
9	Zaki Aprilian	17	17	17	15	15	15	14	14	14	14	14	14	60
10	Rosid Mukhodim	15	15	15	14	14	14	12	12	12	13	13	13	54
11	Dimas Makruf Widyatmoko	17	17	17	15	15	15	14	14	14	14	15	14.5	60.5
12	Najaka Al-Hawariy	17	18	17.5	15	15	15	14	14	14	14	15	14.5	61
13	Arifin Dian Nugroho	18	18	18	17	16	16.5	15	15	15	15	15	15	64.5
14	Febriyaningrum Dewi G.F.	17	17	17	15	15	15	14	14	14	14	15	14.5	60.5
15	Erlan Nur Ananda	18	18	18	17	16	16.5	15	15	15	15	15	15	64.5
16	Choirunnisa Fatiha Firdaus	17	17	17	15	15	15	14	14	14	14	15	14.5	60.5
17	Riyan Irwansyah	18	19	18.5	17	16	16.5	15	15	15	15	15	15	65
18	Munawir Sazali	17	16	16.5	15	14	14.5	14	14	14	14	15	14.5	59.5
19	Tegar Pramudia	17	18	17.5	15	15	15	14	14	14	14	15	14.5	61
20	Zhafa Iqbal Ramadhani	17	17	17	15	15	15	14	14	14	14	14	14	60
21	Farhannivta Ramadhana	17	18	17.5	15	16	15.5	14	14	14	14	15	14.5	61.5
22	Desi Fitriani Vhysnumurti	18	18	18	16	16	16	14	14	14	14	15	14.5	62.5
23	Devin Isha Mahendra	17	17	17	15	15	15	14	14	14	14	14	14	60
24	Dewi Permata Sari	18	18	18	16	16	16	14	14	14	14	14	14	62
25	Faiz Zahrafi Azam	18	19	18.5	17	16	16.5	15	15	15	15	15	15	65
26	Ferlita Nur Afifah	17	16	16.5	15	14	14.5	14	14	14	14	15	14.5	59.5
27	Bintang Djalul Satrio	18	18	18	16	16	16	15	15	15	15	15	15	64
28	Tri Fitriani	16	16	16	15	14	14.5	14	14	14	14	15	14.5	59
29	Hannan Sofwan Fuadi	18	18	18	17	16	16.5	15	15	15	15	15	15	64.5
30	Dimas Roiz Wicaksana	18	19	18.5	17	16	16.5	15	15	15	15	15	15	65
31	Rahmawati Zahrotul M.	17	17	17	15	15	15	14	14	14	14	14	14	60
32	Kevin Arya Pradita	17	16	16.5	15	16	15.5	14	14	14	14	14	14	60
33	Linda Safira	16	16	16	14	13	13.5	13	13	13	13	13	13	55.5
34	Ismail Hendri Wijaya	17	16	16.5	15	14	14.5	14	14	14	14	14	14	59
Average				17.029			15.1			13.985			14.25	60.3676

STUDENTS' POST-TEST SCORES

No	Name	Fluency			Grammatical accuracy			Pronunciation accuracy			Vocabulary			Marks
		ET	R	A	ET	R	A	ET	R	A	ET	R	A	
1	Krisna Riyantono	21	21	21	19	18	18.5	19	19	19	20	19	19.5	78
2	Gilang Restu Maulid	19	20	19.5	18	18	18	19	18	18.5	19	19	19	75
3	Mukhamad Fauzan	20	20	20	18	18	18	18	18	18	19	19	19	75
4	Rayhan Fanda Syahputra	21	21	21	18	19	18.5	19	19	19	20	19	19.5	78
5	Reza Kurnia Saputra	20	20	20	19	19	19	18	18	18	19	19	19	76
6	Adhadi Wijanarko	19	19	19	18	18	18	15	16	15.5	19	18	18.5	71
7	Dyimas Fathur Rahman	19	20	19.5	18	19	18.5	16	16	16	18	19	18.5	72.5
8	Rahmat Safri Nur Kholiq	20	19	19.5	19	19	19	16	17	16.5	18	19	18.5	73.5
9	Zaki Aprilian	19	19	19	18	17	17.5	18	18	18	19	19	19	73.5
10	Rosid Mukhodim	19	19	19	16	17	16.5	16	16	16	19	18	18.5	70
11	Dimas Makruf Widyatmoko	20	20	20	19	18	18.5	18	19	18.5	19	19	19	76
12	Najaka Al-Hawariy	20	21	20.5	19	19	19	18	19	18.5	19	19	19	77
13	Arifin Dian Nugroho	21	22	21.5	20	20	20	19	19	19	20	20	20	80.5
14	Febriyaningrum Dewi G.F.	20	20	20	19	18	18.5	19	18	18.5	19	19	19	76
15	Erlan Nur Ananda	21	20	20.5	18	19	18.5	18	19	18.5	19	19	19	76.5
16	Choirunnisa Fatiha Firdaus	19	20	19.5	18	18	18	18	18	18	19	18	18.5	74
17	Riyan Irwansyah	22	22	22	19	19	19	19	18	18.5	21	21	21	80.5
18	Munawir Sazali	20	19	19.5	18	18	18	17	18	17.5	19	19	19	74
19	Tegar Pramudia	20	20	20	19	19	19	18	19	18.5	19	19	19	76.5
20	Zhafa Iqbal Ramadhani	19	19	19	18	19	18.5	18	18	18	19	19	19	74.5
21	Farhannivta Ramadhana	19	18	18.5	18	18	18	17	17	17	19	18	18.5	72
22	Desi Fitriani Vhysnumurti	20	20	20	18	19	18.5	18	18	18	19	18	18.5	75
23	Devin Isha Mahendra	20	20	20	17	17	17	18	17	17.5	18	18	18	72.5
24	Dewi Permata Sari	20	19	19.5	18	19	18.5	17	17	17	20	20	20	75
25	Faiz Zahrafi Azam	22	22	22	18	17	17.5	17	18	17.5	21	20	20.5	77.5
26	Ferlita Nur Afifah	19	19	19	17	17	17	17	17	17	17	17	17	70
27	Bintang Djalul Satrio	20	21	20.5	19	20	19.5	17	18	17.5	21	21	21	78.5
28	Tri Fitriani	19	19	19	18	18	18	17	17	17	18	17	17.5	71.5
29	Hannan Sofwan Fuadi	22	22	22	20	19	19.5	18	19	18.5	20	20	20	80
30	Dimas Roiz Wicaksana	23	23	23	20	21	20.5	20	20	20	20	21	20.5	84
31	Rahmawati Zahrotul M.	20	20	20	18	18	18	17	18	17.5	18	17	17.5	73
32	Kevin Arya Pradita	19	19	19	17	17	17	18	17	17.5	18	19	18.5	72
33	Linda Safira	19	18	18.5	16	16	16	16	16	16	19	20	19.5	70
34	Ismail Hendri Wijaya	20	19	19.5	18	18	18	16	15	15.5	20	19	19.5	72.5
Average				20.015			18.279			17.691			19.059	75.0441

➤ Descriptions

ET : English Teacher

R : Researcher

A : Average

➤ Speaking Rubric

Excellent = 21 – 25

Good = 16 – 20

Fair = 11 – 15

Poor = 6 – 10

Very Poor = 1 – 5

APPENDIX H

PHOTOGRAPHS



The researcher explains the material using puppets.



The researcher explains the material using pictures.



The children play "Hello game".



The children play "Zip-zap!".



The children play “Vocabulary scramble”



The children play “Vocabulary scramble”.



The children play “Simon says”.



The children play “Simon says”.



The children play “Cat and mouse”.



The children play “Cat and mouse”.

APPENDIX I

RESEARCH PERMITS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/5724/VI/7/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY

Nomor : 0627 /UN.34.12/DT/VII/2013

Tanggal : 04 Juli 2013

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : SUSI SUNDARI KURNIAWAN

NIP/NIM : 07202244119

Alamat : KARANGMALANG, YOGYAKARTA

Judul : IMPROVING STUDENTS' MOTIVATION IN SPEAKING SKILLS USING MOVEMENT GAMES FOR THE 4TH GRADE STUDENTS AT SD 1 TERONG IN ACADEMIC YEAR OF 2013/2014

Lokasi : BANTUL Kota/Kab. BANTUL

Waktu : 10 Juli 2013 s/d 10 Oktober 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 10 Juli 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q BAPPEDA
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang bersangkutan



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / 1784

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/5724/VI/7/2013
Tanggal : 04 Juli 2013 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :
Nama : **SUSI SUNDARI KURNIAWAN**
P. T / Alamat : FBS UNY, KARANGMALANG YK
NIP/NIM/No. KTP : **07202244119**
Tema/Judul : **IMPROVING STUDENTS MOTIVATION IN SPEAKING SKILLS USING MOVEMENT GAMES FOR THE 4TH GRADE STUDENTS AT SD 1 TERONG IN ACADEMIC YEAR OF 2013/2014**
Kegiatan :
Lokasi : SD 1 TERONG
Waktu : 11 Juli 2013 sd 08 Oktober 2013
Personil : 1 orang

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 11 Juli 2013

A.n. Kepala,
Kepala Bidang Data Pengembangan
dan Penelitian, u.b. Kasubid. Litbang

Heny Endrawati, S.P., M.P.
NIP: 197106081998032004

Tembusan disampaikan kepada Yth.

- 1 Bupati Bantul (sebagai laporan)
- 2 Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- 3 Ka. Dinas Dikdas Kab Bantul
- 4 Ka. UPT Kec. Dlingo
- 5 Ka. SD 1 Terong Dlingo
- 6 Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SD 1 TERONG

Alamat : Terong II, Terong, Dlingo, Bantul, Yogyakarta, ☎ 08282744891

=====

SURAT KETERANGAN

NO: 87/SD 1 Tr./DI/IX/2013

Yang bertanda tangan di bawah ini :

Nama : Kamsi, S.Pd.SD
NIP : 19550509 197803 1 006
Jabatan : Kepala Sekolah
Unit Kerja : SD 1 Terong

Menerangkan bahwa:

Nama : SUSI SUNDARI KURNIAWAN
Status/NIM : Mahasiswi/07202244119
Fakultas : Bahasa dan Seni
Jurusan : Pendidikan Bahasa Inggris
PT : Universitas Negeri Yogyakarta

Telah melaksanakan kegiatan penelitian di sekolah kami pada tanggal 30 Agustus s.d 27 September 2013 dengan Judul:

“IMPROVING STUDENTS’ MOTIVATION IN SPEAKING SKILLS USING MOVEMENT GAMES FOR THE 4TH GRADE STUDENTS AT SD 1 TERONG IN ACADEMIC YEAR OF 2013/2014”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Terong, 30 September 2013

Kepala Sekolah


Kamsi, S.Pd.SD

19550509 197803 1 006